

BROWN AND GENGEMBRE'S ENGLISH GRAMMAR.

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ELEMENTS

OF

ENGLISH GRAMMAR,

ON

*A Progressive System;*

WITH

COPIOUS EXERCISES IN PARSING AND SYNTAX,

AND

AN APPLICATION OF SHORT-HAND, OR SYMBOLS,  
TO GRAMMATICAL ANALYSIS.

BY

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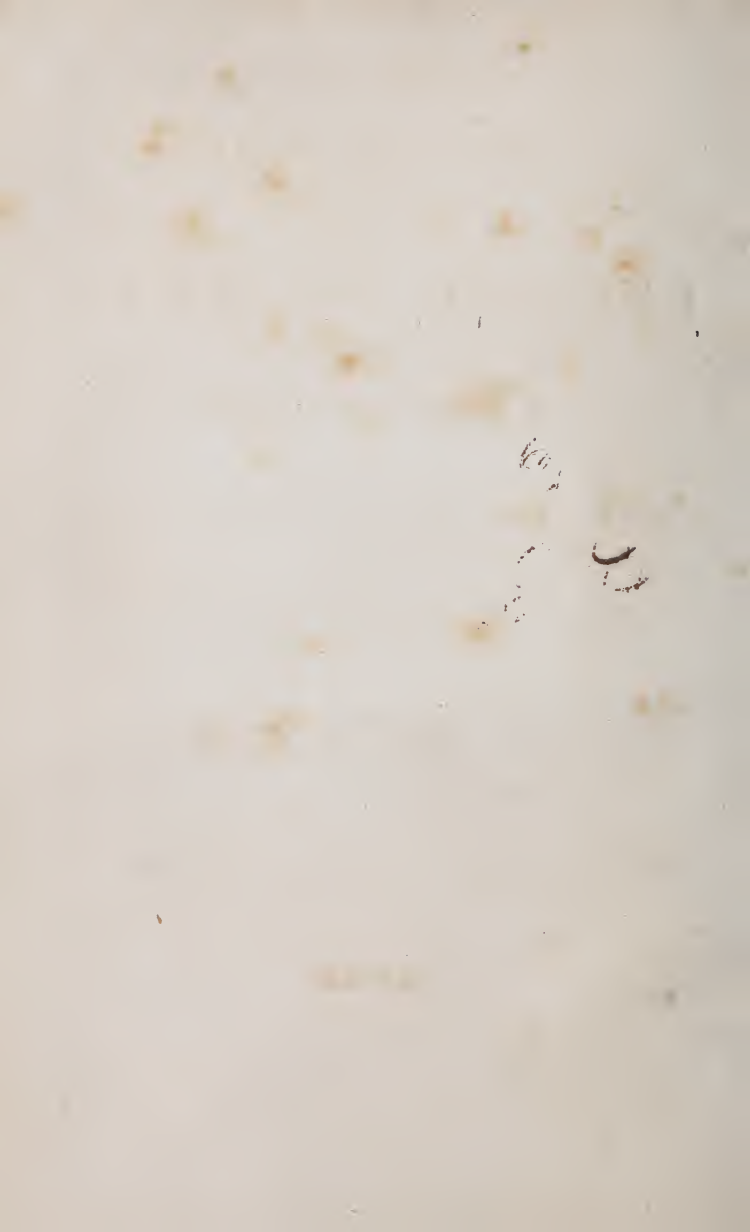
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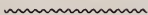
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## P R E F A C E .



HUNDREDS of grammars have been written, and yet the demand for more efficient means of acquiring a practical knowledge of our language is still as urgent as ever. This fact has induced the authors to present this work to the public, in the hope that the peculiarities enumerated below will tend to alleviate the labor of teachers and students.

1st. It has been the aim of the authors to simplify the study of grammar, by stating but few facts in each lesson—illustrating them fully with examples—impressing them on the mind of the learner through the means of copious exercises, and constantly reviewing what has been learned in previous lessons.\*

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\* For example: the chapter on the noun is divided into five lessons: the first treats of proper and common nouns without reference to gender, person, number or case. (See 33-41.) The

2d. Care has been taken not to fill the pages of this work with criticisms on other grammars, with the contradictory opinions of various writers on disputed points, and with notes on subjects of small importance. The space thus gained has been devoted to copious examples, models of verbs, models of parsing, &c.;\* in fact, to the explanation and full illustration of those points in which violations of grammatical rules are of most frequent occurrence.

3d. Grammatical innovations have been carefully avoided, no new terms have been introduced, and no changes have been made in the classification of words, &c.

4th. The book is written in the form of question and answer, which offers the advantages of a colloquial style, well adapted to the understanding of the young, and of great convenience to the teacher. The answers are so worded as to make complete sense without the assistance

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second treats of gender. (See 43-57.) The third treats of person. (See 58-63.) The fourth treats of number. (See 64-83.) And the fifth treats of case, which completes the parsing of the noun. (See 84-100.) Copious examples and exercises are given under every one of the lessons mentioned above, and a complete review is made in each exercise of all the preceding lessons, so that the difficulties increase in exact proportion to the knowledge of the learner.

\* This work contains models of verbs in all conjugations and forms, and models of parsing for every part of speech in all the circumstances in which it may be used.

of the questions; so that the work can be read and used without the questions by those who may prefer it.

5th. The parsing is written in short-hand,\* which so diminishes the labor that students can write their exercises almost as fast as they could speak them. The number of the characters used to denote the parts of speech, &c., is so limited, and these characters are so gradually introduced, that students learn them through practice, without any special study of them being required. (See 24-30, 37-39, &c.)

The advantages of this mode of parsing are numerous and important: Over parsing, written in the usual manner, it has the advantage of saving nine-tenths of the labor, both to the pupil in writing the exercises, and to the teacher in examining them; thus every word in a long sentence can be parsed and corrected in less time than is usually required to parse a single word, and the mind become familiarized with etymology and syntax, by extensive practice and constant review. Over oral parsing, it has the advantage of securing the close attention of every member of the class, and of enabling the teacher to assure himself, by glancing over the exercises, that each student has performed the work carefully and

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\* Full models of parsing, written in the usual manner, have been given throughout this work, so that it can be used with or without the short-hand, at the option of the teacher. (See 31, &c.)

understandingly. It possesses also the advantage which written exercises always have over those which are merely oral, namely, to impress the lesson more deeply on the mind of the learner.

The characters employed in parsing occupy but little space, and can be used on the black board with great advantage and convenience.



DIRECTIONS  
FOR THE  
SHORT-HAND PARSING.

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1. THE rules of Syntax (347) should be thoroughly committed to memory, and reference should be made to them by placing the number of the rule under the part of speech to which it belongs. (See 29, 30, 98, &c.)

2. The Table of Symbols, which is given at the end of this work, is intended for reference, but need not be studied. The student will learn these characters without effort, as they gradually come into use.

3. Space should be left between the words, so that the symbols may not come too close to one another.

4. The hair-lines which indicate the relations of words should be light, yet distinct. The symbols should be traced with the utmost care, and placed precisely over the words to which they belong. Strict attention to this direction will enable the teacher to examine the exercise at a glance.



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# ENGLISH GRAMMAR.

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WHAT IS GRAMMAR?

1. GRAMMAR is the art of speaking and writing correctly.

How is Grammar divided?

2. Grammar is divided into four parts: *Orthography*,\* *Etymology*, *Syntax*, and *Prosody*.

## ETYMOLOGY.

What is Etymology?

3. *Etymology* is that part of Grammar which treats of words, and of their classifications and variations.

Into how many classes are words divided?

4. Words are divided into nine classes: the *Article*, *Noun*, *Adjective*, *Pronoun*, *Verb*, *Adverb*, *Preposition*, *Conjunction*, and *Interjection*.

## GENERAL VIEW OF THE NINE CLASSES OF WORDS, OR PARTS OF SPEECH.

5. An *Article* is a word placed before a noun to limit its meaning; as, *The king will be here*.

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\* Orthography is treated of at the end of this work.

6. A *Noun* is a word used to represent persons, places, or things; as, *Charles, man, London, table.*

7. An *Adjective* is a word used to qualify or determine nouns; as, *An OLD man; TWO boys; a BLACK cat.*

8. A *Pronoun* is a word used instead of a noun, to prevent its too frequent repetition; thus, instead of saying, *John will see John's mother*, we would use a pronoun, and say, *John will see HIS mother.*

9. A *Verb* is a word used to express action or being; as, *I am, I speak, I love.*

10. An *Adverb* is a word used to qualify or determine verbs, particles, adjectives, or other adverbs; as, *He writes ADMIRABLY; A WELL trained horse; She is VERY pretty and VERY well behaved.*

11. A *Preposition* is a word placed before nouns or pronouns, to show their relation to some other words; as, *The table is BEFORE the window.*

12. A *Conjunction* is a word used to connect words or sentences; as, *Mary AND John sung a duet, BUT it was not much admired.*

13. An *Interjection* is a word used to express sudden emotions of the mind; as, *OH! what will become of me?*

#### ARTICLES.

How many Articles are there, and what are they?

14. There are in the English language but two Articles; the *Definite*, which is *the*, and the *Indefinite*, which is *a* or *an*.



What is a Definite Article?

**15.** A *Definite Article* is a word placed before nouns, to show that they are used in a definite sense; as, *THE book is on THE table.*

What does the word *the* indicate?

**16.** The word *the*, in the above example, indicates that a particular book and table are referred to.

Does not the word *the* point out or determine book and table?

**17.** The word *the* does not point out or determine book or table; for if it did, it would be an adjective.

What does *the* indicate?

**18.** The word *the* merely indicates that book and table are used in a determinate sense; and, if the hearer has no previous idea of what book and table are referred to, the sense is not sufficiently definite.

In what way should the sense be made more definite?

**19.** The sense should be made more definite, by using, instead of *the*, an adjective pointing out; as, *THIS book, THAT table*; or retaining the article, and adding to the noun an adjective describing; as, *The SMALL book, the RED book, the ROUND table*; or an adjective or a preposition determining position; as, *The table NEAR the window, the table BEHIND the door.*

Is the definite article a variable word?

**20.** The definite article is not a variable word, but is used before both numbers and all genders; as, *The man, the men; the woman, the women; the table, the tables.*

What is an Indefinite Article?

**21.** An *Indefinite Article* is a word placed before nouns

to show that an indefinite member of a kind or class is referred to; as, *Take A book from A table in my room.*

What does the word *a* indicate?

22. The word *a*, in the above example, indicates that *any* book is to be taken from *any* table in my room.

Is the indefinite article a variable word?

23. The indefinite article is not a variable word, yet for the sake of euphony, *a* becomes *an* before a vowel or silent *h*; as, *A man, A woman; AN ape, AN hour.*

What is Parsing?

24. Parsing consists in stating the grammatical properties and relations of words, and the rules of syntax which apply to them. Parsing can be done orally or can be written, either in words or symbols.

By what symbol is the definite article represented?

25. The definite article is represented by a small perpendicular line; thus |

By what symbol is the indefinite article represented?

26. The indefinite article is represented by the same symbol as the definite, with the letters *in*; thus |<sup>in</sup>

In what way are these symbols used?

27. These symbols are placed above articles to point them out.

What is the object of thus pointing out the articles?

28. The object of thus pointing out the articles is merely to show that the student knows how to distinguish them from other words.

How is reference made to the rules of Syntax?

29. Reference is made to the rules of syntax by placing the number of the rule under the word.

Parse the Articles, thus :

30. Give me <sup>in</sup><sub>1</sub> a book which is on <sup>in</sup><sub>1</sub> the table. The son of <sup>in</sup><sub>1</sub> a king

<sup>in</sup><sub>1</sub> is a prince.

Or, thus :

31. A book. "A" is an indefinite article, and belongs to the noun "book," which it limits. Rule 1.

The table. "The" is a definite article, and belongs to the noun "table," which it announces as limited. Rule 1.

### 32. EXERCISE.

1. Tell the boys to go to the playground, and the girls to remain in the schoolroom.—2. Go into the house and bring me an umbrella, which is in the hall.—3. The king, the queen, the princes, the princesses, and all the court, will be here to-day.—4. The moon turns round the earth, and the earth round the sun.—5. John has been bitten by a dog.

### NOUNS.

What is a Noun?

33. A *Noun* is a word used to represent persons, places, or things ; as, *Charles, man, London, tables.*

Into how many classes are Nouns divided?

34. Nouns are divided into two classes : proper nouns and common nouns.

What is a Proper Noun?

**35.** A proper noun is a name given to a special individual, object, or place, to distinguish it from other individuals, objects, or places, of the same kind or class; as, *Charles, Louis, London, Paris.*

What is a Common Noun?

**36.** A common noun is the name common to all individuals, objects, or places, of the same kind or class; as, *Man, boy, city.*

By what symbol are Proper Nouns represented?

**37.** Proper nouns are represented by a horizontal line; thus \_\_\_\_\_

By what symbol are Common Nouns represented?

**38.** Common nouns are represented by the same symbol as the proper, with the letter *c* under the line, on the left side; thus *c*\_\_\_\_\_

Parse the nouns and articles, thus:

**39.** Almost all the nations of Africa are idolatrous.

**40.** New York is a fine city.

Or the nouns, thus:

**40.** "Nations" is a common noun. "Africa" is a proper noun.

#### 41. EXERCISE.

1. Francis the First and Henry the Eighth were cotemporaries of Charles the Fifth.—2. Napoleon, born on the fifteenth of

August, 1769, died on the fifth of May, 1821.—3. Shakspeare lived in the reign of Queen Elizabeth.—4. Daniel Webster was born on the eighteenth of January, 1784, and died on the twenty-fourth of October, 1852.

Are nouns variable words?

42. Nouns are variable words, and admit of Gender, Person, Number, and Case.

#### GENDER.

What is Gender?

43. Gender is the distinction of sex.

How many Genders have nouns?

44. Nouns have three genders: the *masculine*, the *feminine*, and the *neuter*.

What does the masculine denote?

45. The masculine gender denotes the male sex; as, *Man, boy, lion*.

What does the feminine denote?

46. The feminine gender denotes the female sex; as, *Woman, girl, lioness*.

What does the neuter denote?

47. The neuter gender denotes things without sex; as, *City, house, table*.

Are not masculine and feminine nouns sometimes considered as neuter?

48. Animals of an inferior size, whose gender is not known or regarded, are often considered as neuter; thus, in speaking of a mouse, we say, *It runs*: the same rule applies to very young children.

Are not neuter nouns sometimes considered as masculine or feminine?

49. Figuratively, it is allowable to give the masculine

or feminine gender to neuter nouns ; thus, in speaking of the sun, we may say, *HE is setting* ; and of a ship, *SHE sails well*.

Of what gender are such nouns as *friend, parent, cousin, neighbor, &c.* ?

**50.** Such nouns as *friend, parent, cousin, &c.*, are said to be of the common gender, because they may be applied either to males or females.

Have all masculine nouns a corresponding feminine, and all feminine nouns a corresponding masculine ?

**51.** Many nouns, expressing occupations or professions belonging exclusively to men, have no corresponding feminine ; as, *Lawyer, carter, carpenter, &c.* ; and nouns, expressing occupations belonging to women, have no corresponding masculine ; as, *Seamstress, milliner, laundress, &c.*

In what way is sex distinguished ?

**52.** Sex may be distinguished in three ways : first, by using different words, as, *Boy, girl* ; secondly, by a difference of termination, as, *Actor, actress* ; thirdly, by prefixing or affixing another word, as, *Man-servant, maid-servant* ; *he-bear, she-bear* ; *landlord, landlady*.

Give the feminine of the following words :

#### 1. DIFFERENT WORDS.

| <i>53. Masculine.</i> | <i>Feminine.</i> | <i>Masculine.</i> | <i>Feminine.</i> |
|-----------------------|------------------|-------------------|------------------|
| Bachelor.....         | Maid.            | Drake.....        | Duck.            |
| Beau.....             | Belle.           | Earl.....         | Countess.        |
| Boar.....             | Sow.             | Father.....       | Mother.          |
| Boy.....              | Girl.            | Friar.....        | Nun.             |
| Brother.....          | Sister.          | Gander.....       | Goose.           |
| Bull.....             | Cow.             | Hart.....         | Doe.             |
| Bullock.....          | Heifer.          | Horse.....        | Mare.            |
| Cock.....             | Hen.             | Husband.....      | Wife.            |
| Dog.....              | Bitch.           | King.....         | Queen.           |



| <i>Masc.</i> | <i>Fem.</i> | <i>Masc.</i>      | <i>Fem.</i> |
|--------------|-------------|-------------------|-------------|
| Lad.....     | Lass.       | Sir.....          | Madam.      |
| Lord.....    | Lady.       | Sire (a horse)... | Dam.        |
| Master ..... | Mistress.   | Son.....          | Daughter.   |
| Nephew ..... | Niece.      | Stag .....        | Hind.       |
| Papa.....    | Mamma.      | Uncle .....       | Aunt.       |
| Ram .....    | Ewe.        | Wizard .....      | Witch.      |
| Singer.....  | Songstress. |                   |             |

## 2. DIFFERENCE OF TERMINATIONS.

|                 |                 |                 |               |
|-----------------|-----------------|-----------------|---------------|
| Abbot.....      | Abbess.         | Hunter.....     | Huntress.     |
| Actor .....     | Actress.        | Instructor..... | Instructress. |
| Administrator.. | Administratrix. | Jew.....        | Jewess.       |
| Ambassador ...  | Ambadressess.   | Landgrave ..... | Landgravine.  |
| Adulterer ..... | Adulteress.     | Lion .....      | Lioness.      |
| Arbiter .....   | Arbitress.      | Marquis .....   | Marchioness.  |
| Author.....     | Authoress.      | Mayor .....     | Mayoress.     |
| Baron.....      | Baroness.       | Monitor .....   | Monitress.    |
| Bridegroom....  | Bride.          | Negro.....      | Negress.      |
| Benefactor..... | Benefactress.   | Patron .....    | Patroness.    |
| Caterer.....    | Cateress.       | Peer .....      | Peeress.      |
| Conductor.....  | Conductress.    | Poet .....      | Poetess.      |
| Count.....      | Countess.       | Priest .....    | Priestess.    |
| Czar .....      | Czarina.        | Prince .....    | Princess.     |
| Director .....  | Directress.     | Prior .....     | Prioress.     |
| Don .....       | Donna.          | Prophet.....    | Prophetess.   |
| Duke .....      | Duchess.        | Protector ..... | Protectress.  |
| Elector .....   | Electress.      | Shepherd .....  | Shepherdess.  |
| Emperor.....    | Empress.        | Songster .....  | Songstress.   |
| Enchanter ..... | Enchantress.    | Sorcerer .....  | Sorceress.    |
| Executor.....   | Executrix.      | Sultan .....    | Sultana.*     |
| Founder .....   | Foundress.      | Testator .....  | Testatrix.    |
| Giant.....      | Giantess.       | Tiger .....     | Tigress.      |
| Governor .....  | Governess.      | Traitor.....    | Traitress.    |
| Heir .....      | Heiress.        | Viscount .....  | Viscountess.  |
| Hero.....       | Heroine.        | Widower.....    | Widow.        |
| Host.....       | Hostess.        |                 |               |

\* Or Sultanness.

## 3. PREFIXING OR AFFIXING ANOTHER WORD.

Cock-sparrow... Hen-sparrow. Male child..... Female child.  
 Gentleman..... Gentlewoman. Peacock..... Peahen.  
 He-goat ..... She-goat.

What is added to the symbol representing the noun, to denote gender?

54. The letter *m* for the masculine, *f* for the feminine, and *c* for the common, are placed on the left of the symbol to denote gender; thus  $\frac{m}{c}$   $\frac{f}{c}$   $\frac{c}{c}$ ; the neuter has no appendage; thus  $\frac{\quad}{\quad}$

Parse the articles and nouns, thus:

$\frac{m}{c}$   $\frac{m}{c}$   $\frac{m}{c}$

55. Almost all the <sub>1</sub> nations of Africa are idolatrous. John

$\frac{m}{c}$   $\frac{m}{c}$   $\frac{m}{c}$   $\frac{m}{c}$

has been a sailor, a soldier, a teacher, a merchant,

$\frac{m}{c}$   $\frac{f}{c}$   $\frac{f}{c}$

and he is now a farmer, and his sister Ann is

$\frac{f}{c}$   
a milliner.

Or the nouns, thus:

56. "Nations" is a common noun, neuter gender.

"John" is a proper noun, masculine gender.

"Milliner" is a common noun, feminine gender.



57. EXERCISE.

1. We take lessons twice a week.—2. Silk at two dollars a yard is very fine.—3. Martin Luther was born on the tenth of November, 1483, at Eisleben, in Saxony.—4. Mass was abolished, and the reformed religion established in England, in the year 1548.—5. Benevolence is the wish to do good; beneficence is the action itself.—6. Never affect to have more wit or knowledge than those with whom you are in company.

PERSON.

What is meant by Person?

58. Person is the distinction between the person speaking, the person spoken to, and the person or thing spoken of.

How many persons have nouns, and what are they?

59. Nouns have three persons: the *first*, which is the person who is speaking; the *second*, which is the person spoken to; and the *third*, which is the person or thing spoken of.

What is added to the symbol representing the noun, to denote person?

60. To denote person the figure 1, 2 or 3 is placed under the symbol, on the right hand side; thus ———<sub>1</sub>

—————<sub>2</sub>      —————<sub>3</sub>

Parse the articles and nouns, thus:

*m* ———<sub>1</sub>

*m* ———<sub>1</sub>  
*c*

—————<sub>3</sub>

┌  
└———<sub>3</sub>  
    *c*

61. I, Louis,      King      of France,      by the <sub>1</sub>      grace      of

$\frac{m}{c} \quad 3$

$\frac{m}{c} \quad 2$

$\frac{c}{c} \quad 3$

God, confer upon thee, \*John of Montfort, the title

$\frac{m}{c} \quad 3$

of Count, &c.

Or the nouns, thus:

62. "Louis" is a proper noun, masculine gender, first person.  
 "John" is a proper noun, masculine gender, second person.  
 "Title" is a common noun, neuter gender, third person.

### 63. EXERCISE.

1. The fate of nations, as well as that of individuals, is in the hands of Providence.—2. Almost all virtues are comprised in charity.—3. The natural effect of trade is to incline nations to peace,—4. I like white, pink, or blue, better than yellow.—5. My son, resign thyself to the will of Providence.

64. \* NOTE. Christian and family names, used together, are called complex nouns by some grammarians; the distinction, however, being useless, we parse them simply as proper nouns.

### NUMBER.

What is Number?

65. Number is a distinction between unity and plurality.

How many numbers have nouns?

66. Nouns have two numbers; the *singular*, which denotes but one, and the *plural*, which denotes more than one.

How is the plural generally formed?

**67.** The plural of nouns is generally formed by adding *s* to the singular; as, *Book, books; table, tables.*

How do nouns ending in *s, sh, ch* (soft), *z* and *x*, form the plural?

**68.** Nouns ending in *s, sh, ch*, (soft) *z*, and *x*, form the plural by adding *es*; as, *Miss, Misses; lash, lashes; church, churches; topaz, topazes; box, boxes.*

How do nouns ending in *o* form the plural?

**69.** Nouns ending in *o* sometimes form the plural by adding *es*; as *Cargoes, echoes, heroes, negroes, manifestoes, potatoes, volcanoes, &c.*; and sometimes by adding *s*; as *Grottos, porticos, octavos, solos, quartos, &c.*

How do nouns ending in *f* or *fe* form the plural?

**70.** Nouns ending in *f* or *fe*, form the plural by changing *f* or *fe* into *ves*; as, *Loaf, loaves; half, halves; wife, wives.*

Mention the exceptions to that rule.

**71.** The following nouns are exceptions, and take *s* for the plural; *Brief, chief, dwarf, fife, grief, handkerchief, hoof, mischief, proof, relief, roof, safe, scarf, strife, surf.* *Staff* makes *staves*; but other nouns ending in *ff* follow the general rule, and add *s*.

How do nouns ending in *y* form the plural?

**72.** Nouns ending in *y*, preceded by a consonant, form the plural by changing the *y* into *ies*; as, *Lady, ladies; history, histories*; but retain the *y* and add *s*, if the *y* be preceded by a vowel; as, *Boy, boys; day, days.* Proper nouns retain the *y* and add *s*.

**73. NOTE.**—Those nouns which, by some grammarians, are called complex, are simply nouns combined with, and qualified by, an adjective,

or some other word performing the office of an adjective; as, *Commander-in-chief, silver spoon, spoonful, brother-in-law, &c*; The plural of such expressions is formed by adding the sign of the plural to the word qualified; as, *Commanders-in-chief, silver spoons, spoonsful, brothers-in-law*.

74. Give the plural of the following nouns :

| <i>Singular.</i>  | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|-------------------|----------------|------------------|----------------|
| Die (for coining) | Dies.          | Louse . . . . .  | Lice.          |
| Die (for gaming)  | Dice.          | Man . . . . .    | Men.           |
| Child . . . . .   | Children.      | Ox . . . . .     | Oxen.          |
| Foot . . . . .    | Feet.          | Tooth . . . . .  | Teeth.         |
| Goose . . . . .   | Geese.         | Woman . . . . .  | Women.         |

75. Give the plural of the following foreign nouns :

|                   |              |                    |                  |
|-------------------|--------------|--------------------|------------------|
| Automaton . . .   | Automata.    | Genius . . . . .   | Genii, Geniuses. |
| Beau . . . . .    | Beaux.       | Memorandum ..      | Memoranda.       |
| Bateau . . . . .  | Batteaux.    | Nebula . . . . .   | Nebulæ.          |
| Criterion . . . . | Criteria.    | Phenomenon ...     | Phenomena.       |
| Chrysalis . . . . | Chrysalides. | Radius . . . . .   | Radii.           |
| Datum . . . . .   | Data.        | Stratum . . . . .  | Strata.          |
| Desideratum . . . | Desiderata.  | Stimulus . . . .   | Stimuli.         |
| Erratum . . . . . | Errata.      | Virtuoso . . . . . | Virtuosi.        |
| Focus . . . . .   | Foci.        | Vortex . . . . .   | Vortices.        |
| Formula . . . . . | Formulae.    |                    |                  |

Are all nouns used both in the singular and plural ?

76. Some nouns are used only in the singular; as, *Flour, gold, milk, idleness*; and some only in the plural, as, *Ashes, archives, oats, tongs, snuffers*.

Are there any nouns alike in both numbers ?

77. Some nouns are alike in both numbers; as, *Deer, news, sheep, hose, series, species, &c*. Such nouns as *Army, jury, crowd, &c.*, though singular in form, are sometimes plural in meaning, and are called collective nouns, because they represent a number of individuals taken collectively.

EXERCISE.

Spell the plural of the following nouns.

78. Life, staff, boy, lady, cuff, goose, child, woman, die (for gaming), silver, mother, event, series, penny, chrysalis, vortex, grotto, hoof, canto, alderman, day, foot, formula, genius, beau, phenomenon, datum, wisdom, criterion, mercy, folio, statesman, portico, mouse, ox, cow, boy, safe, surf, stay, handkerchief, nebula.

Spell the singular of the following nouns.

79. Sheep, loaves, men, books, stories, automata, ashes, churches, ladies, news, crises, trees, moneys, goods, roofs, proofs, boxes, likenesses, dies, axes, gentlemen, legacies, cries, devotees, babies, scissors, teeth, horses, strata, misses, dice, cargoes, assemblies, zeros, lashes, errata.

What is added to the symbol representing the noun, to denote the singular and plural?

80. An *s* is placed on the right of the symbol representing the noun, to denote the singular; thus  $\frac{\text{---}}{s}$ ; but the plural has no appendage; thus  $\text{---}$

Parse the articles and nouns; thus:



81. Charles studies the <sub>1</sub> history of England. Give me

$\frac{c}{s}$

my books.

82. "History" is a common noun, neuter gender, third person, singular number.

"Books" is a common noun, neuter gender, third person, plural number.

## 83. EXERCISE.

1. Glory, riches, and power, are the objects of the ambition of men; women desire rather the enjoyments of affection, and the sweets of social life.—2. Pride and interest are seldom satisfied. 3. Patience and perseverance are as necessary as diligence and energy.—4. Captain Cook was killed by savages.—5. George Smith earns five dollars a week.

## CASES.

What is meant by Case?

84. *Case* means the relation of a noun or pronoun to some other word in the sentence.

How many cases have nouns and pronouns?

85. Nouns and pronouns have three cases, the *nominative*, the *possessive*, and the *objective*.

When is a noun or a pronoun in the nominative case?

86. A noun or a pronoun is in the nominative case when it is the person or thing of which something is affirmed; thus, when I say, *Charles loves; the table is broken; Edward reads; William is read to;* the words *Charles, table, Edward* and *William*, are in the nominative case, because each of them is the subject of an affirmation.

When is a noun or a pronoun in the objective case?

87. A noun or a pronoun is in the objective case, when it completes or gives more extension to an idea commenced by the verb or noun with which it is connected; thus, when I say, *I love pleasure; you read to William; he was hurt by Edward; the king of France;* the words *pleasure, William, Edward*, and *France*, are in the objective case, because they complete or extend the ideas commenced by the words *love, read, was hurt*, and *king*.



When is the objective case governed by a verb?

88. The objective case is governed by a verb when it completes or gives more extension to the idea commenced by the verb to which it relates, without the assistance of any preposition; as, *Lewis beats JOHN*; *Charles loves PLEASURE*.

When is the objective case governed by a preposition?

89. The objective case is governed by a preposition, when a preposition, either expressed or understood, is required to show its relation to some other word in the sentence; as, *You read to WILLIAM*; *he was hurt by EDWARD*; *she gives (to) ME my lesson*; *the king of FRANCE*.\*

How can a noun or pronoun in the nominative case be recognized?

90. A noun or pronoun in the nominative case can be recognized by its answering to *who?* or *what?* placed before the verb; as, *John beats Edward*. Who beats *Edward*? *John*. *John* is therefore nominative to the verb *beats*. *The cat is bitten by the dog*. What is bitten, &c.? *The cat*. *Cat* is therefore nominative to the verb *bitten*.

How can a noun or pronoun in the objective case be recognized?

91. A noun or pronoun in the objective case can be recognized by its answering to *whom?* or *what?* placed after the governing word: as *John beats Edward*. Beats whom? *Edward*. *Edward* is therefore in the objective case, governed by the verb *beats*. *The cat is bitten by the dog*. By what? By the *dog*. *Dog* is therefore in the objective case, governed by the preposition *by*.

---

\* "The objective case expresses the object of an action or of a relation, and generally follows a transitive verb or a preposition; as, 'John assists Charles;' 'They live in London.'" — Murray.

## 92. ILLUSTRATION.

| <i>Sentences to be Analyzed.</i> | <i>Process of Analysis.</i>        | <i>Nominative.</i> | <i>Objective governed by a Verb.</i> | <i>Objective governed by a Preposition.</i> |
|----------------------------------|------------------------------------|--------------------|--------------------------------------|---|
| Charles loves pleasure.....      | { Who loves pleasure?.....         | Charles.           | pleasure.                            |   |
|                                  | { Charles loves what?.....         | .....              |                                      |   |
| Edward reads to William....      | { Who reads to William?.....       | Edward.            |                                      | to William.                                 |
|                                  | { Edward reads to whom?.....       | .....              |                                      |   |
| William is read to by Edward     | { Who is read to?.....             | William.           |                                      | by Edward.                                  |
|                                  | { William is read to by whom?..... | .....              |                                      |   |
| The dog bites the cat.....       | { What bites the cat?.....         | dog.               |                                      |   |
|                                  | { The dog bites what?.....         | .....              | cat.                                 |   |

When is a noun in the possessive case?

93. A noun is in the possessive case when it is represented as possessing; thus, when I say *John's book*, *John* is in the possessive case, because he possesses or owns the book.

How is the possessive singular formed?

94. The possessive singular is formed by adding 's to the nominative singular; as, *The man's hat*, *the boy's hat*.

How is the possessive plural formed?

95. The possessive plural is formed by adding an apostrophe (') to the nominative case, if it ends in s, and 's, if it does not end in s; as, *Boys' hats*, *men's hats*.

Decline the nouns *woman* and *girl* in their three cases.

|                     | <i>Singular.</i> | <i>Plural.</i> |
|---------------------|------------------|----------------|
| 96. Nominative..... | Woman,           | Women.         |
| Possessive.....     | Woman's,         | Women's.       |
| Objective.....      | Woman,           | Women.         |
| Nominative.....     | Girl,            | Girls.         |
| Possessive.....     | Girl's,          | Girls'.        |
| Objective.....      | Girl,            | Girls.         |

What is added to the symbol representing the noun to denote case?

97. The nominative is marked thus —, the possessive



thus  $\cup$ , and the objective thus  $\cap$ , when governed by a verb, and thus  $\cap$ , when governed by a preposition.

EXAMPLES.

Noun in the Nominative case.....         

Noun in the Possessive case.....          $\cup$

Noun in the Objective case governed by a verb.....          $\cap$

Noun in the Objective case governed by a preposition,          $\cap$

Parse the articles and nouns, thus:

98. The woman's husband cuts wood in a forest.

1 5 4 11 1 12

Or the nouns, thus:

99. *Woman's* husband. "Woman's" is a common noun, feminine gender, third person, singular number, possessive case, and is governed by the noun "husband," which it possesses. Rule V.

*Husband* cuts. "Husband" is a common noun, masculine gender, third person, singular number, nominative case, subject of the verb "cuts." Rule IV.

Cuts *wood*. "Wood" is a common noun, neuter gender, third person, singular number, objective case, object of the verb "cuts." Rule XI.

In *forest*. "Forest" is a common noun, neuter gender, third person, singular number, objective case, object of the preposition "in." Rule XII.

100. EXERCISE.

1. Mary's brother was punished by the teacher.—2. Washington's soldiers defeated the British at Yorktown.—3. France and England are united against Russia.—4. A Turkish fleet was destroyed by the Russians.—5. Set the dogs after the pigs.—6. My

mother's cow gives good milk.—7. The tower of London has been partly destroyed by fire.—8. Never enter the schoolroom in a noisy manner.

## ADJECTIVES.

What is an Adjective ?

**101.** An *Adjective* is a word used to qualify or determine nouns ; as, *An OLD man ; TWO boys ; a BLACK cat.*

Are adjectives variable words ?

**102.** Adjectives are susceptible of comparison.

How many degrees of comparison are there ?

**103.** There are three degrees of comparison ; the *positive*, *comparative*, and *superlative*.

When is an adjective in the positive degree ?

**104.** An adjective is in the positive degree when it is used in its simple sense, and without any idea of augmentation or diminution ; as, *John is a WISE boy.*

When is an adjective in the comparative degree ?

**105.** An adjective is in the comparative degree when its signification is increased or lessened ; as, *John is WISER than Charles, but LESS WISE than Peter.*

When is an adjective in the superlative degree ?

**106.** An adjective is in the superlative degree when its signification is increased to the highest, or lessened to the lowest degree ; as, *John is now THE LEAST WISE, but may perhaps become the WISEST of his class.*

How are the comparative and superlative degrees formed ?

**107.** Monosyllables generally form the comparative, by adding *r* or *er* to the positive ; and the superlative, by adding *st* or *est* to the positive ; as,

| <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i> |
|------------------|---------------------|---------------------|
| Young,           | Younger,            | Youngest.           |
| Old,             | Older,              | Oldest.             |
| Strong,          | Stronger,           | Strongest.          |

How are the comparative and superlative degrees formed with words of more than one syllable?

**108.** Dissyllables ending in *y* or *e* are often compared like monosyllables; as, *happy*, *happIER*, *happIEST*; *able*, *ablER*, *ableST*. Others form the comparative by prefixing *more* or *less* to the positive, and the superlative by prefixing *most* or *least* to the positive; as,

| <i>Positive.</i> | <i>Comparative.</i>       | <i>Superlative.</i>        |
|------------------|---------------------------|----------------------------|
| Agreeable,       | more or less agreeable,   | most or least agreeable.   |
| Offensive,       | more or less offensive,   | most or least offensive.   |
| Troublesome,     | more or less troublesome, | most or least troublesome. |

Give the comparative and superlative of the following irregularly compared adjectives.

|             |         |                     |                       |
|-------------|---------|---------------------|-----------------------|
| <b>109.</b> | Bad,    | Worse,              | Worst.                |
|             | Good,   | Better,             | Best.                 |
|             | Far,    | Farther or further, | Farthest or furthest. |
|             | Late,   | Later,              | Latest or last.       |
|             | Little, | Less,               | Least.                |
|             | Many,   | More,               | Most.                 |
|             | Much,   | More,               | Most.                 |
|             | Old,    | Older or elder,     | Oldest or eldest.     |

Have adjectives no other degrees of comparison than those mentioned above?

**110.** The positive, comparative, and superlative degrees, being the most common, are alone considered as degrees of comparison; yet adjectives may be made to express many other shades of meaning; as, *rather white*, *whitish*, *nearly white*, *white*, *very white*, *the very least white*, *the least white*, *rather the least white*, *much less white*, *less white*, *white*, *as white*, *whiter*, *rather whiter*,

*much whiter, the whitest, rather the whitest, much the whitest, very much the whitest, &c.*

Compare the following adjectives :

111. Fine, good, handsome, young, poor, outrageous, industrious, careless, black, longer, higher, tall, short, straitest, wide, simplest, most, best.

Are adjectives ever used without a noun ?

112. Adjectives are sometimes used without a noun, but in that case, the noun is always understood ; thus, instead of saying, *Bring me two books, and see that both books be as interesting as this book, or that book ;* we may say, *Bring me two books, and see that BOTH be as interesting as THIS or THAT.*

Are nouns ever used as adjectives ?

113. Nouns are used as adjectives when they express some quality of another noun, as : *a STRAW bonnet, a SILVER spoon, some RAIN water.*

By what symbol are adjectives represented ?

114. Adjectives are represented by a perpendicular line with a short horizontal line on the top, thus

T

What is added to the symbol representing the adjective to denote the degrees of comparison ?

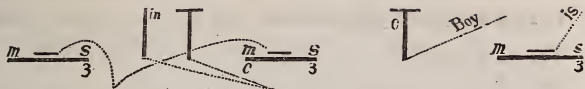
115. The positive has no appendage ; the comparative is marked by a *c*, and the superlative by an *s*, on the left of the symbol, thus :

Positive T

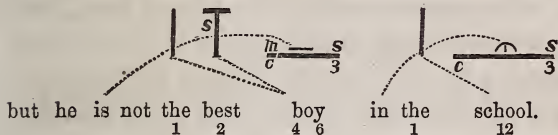
Comparative <sup>c</sup>T

Superlative <sup>s</sup>T

Parse the articles, nouns, and adjectives, thus:



116. William is a good \*boy; he is †better than Charles,



Or the adjectives, thus:

117. *Good* boy. "Good" is an adjective in the positive degree, and belongs to the noun "boy." Rule II.

*Better* boy. "Better" is an adjective in the comparative degree, and belongs to the noun "boy" understood. Rule II.

*Best* boy. "Best" is an adjective in the superlative degree, and belongs to the noun "boy." Rule II.

### 118. EXERCISE.

1. These men are brave, but they are not the bravest in the army.—2. Nero was the greatest tyrant that ever disgraced the name of man.—3. Wilkes is the latest navigator who has made important discoveries in the Southern Ocean.—4. New Zealand is the largest Island that was discovered by Captain Cook.—5. Miss S. has little eyes without expression.—6. Severe reprimands, like bitter medicines, are sometimes judicious.

\* Instances of the nominative case after the verb *to be* are so frequent that it is thought advisable to parse them, and to refer the student to note 6, § 415, under Rule VI.

† In parsing by symbols, words understood are placed over the line,



and connected, as: better.

What is a numeral adjective?

**119.** A numeral adjective is one that expresses number, order, or proportion; as, *two, second, double, half*.

How many kinds of numeral adjectives are there?

**120.** There are three kinds of numeral adjectives: the *cardinal*, which express number, as *one, two, three, four, &c.*; the *ordinal*, which express order, as *first, second, third, fourth, &c.*; and the *proportional*, which are used to multiply and divide, as *single, double, triple, half, &c.*

By what symbol are numeral adjectives represented?

**121.** Numeral adjectives are represented by the same symbol as other adjectives, with the letter *n*, thus,  $T^n$

The cardinal is marked with a *c*, thus,  $cT^n$  the ordinal

with an *o*, thus,  $oT^n$  and the proportional has no ap-

pendage, thus:  $T^n$

Parse the articles, nouns, and adjectives, thus:

**122.** Call  $cT^n$  three boys, and give  $T^n$  half a dollar to the  $oT^n$  boy.

$\frac{m}{c} \quad 3$        $\frac{1}{2} \quad \frac{1}{1} \quad \frac{s}{3}$        $\frac{boy}{1}$

2      11      2      1      11      1

$oT^n$  boy.

first that shall come.



Or the adjectives, thus :

**123.** *Three* boys. "Three" is a numeral adjective of the cardinal kind, and belongs to the noun "boys." Rule II.

*Half* dollar. "Half" is a numeral adjective of the proportional kind, and belongs to the noun "dollar." Rule II.

*First* boy. "First" is a numeral adjective of the ordinal kind, and belongs to the noun "boy" understood. Rule II.

#### 124. EXERCISE.

1. The first and second girl in the class.—2. Three hundred and forty-five bushels of wheat each month.—3. An army one hundred and twenty thousand men strong.—4. We shall have an examination on the first Monday of each month.—5. The silk is a yard and a quarter wide.—6. The ditch is seven feet five inches deep.—7. There are eight hundred and fifty children in this school.

### PRONOUNS.

What is a Pronoun ?

**125.** A pronoun is a word used instead of a noun to prevent its too frequent repetition ; thus, instead of saying, *When Mary has money, MARY spends MONEY foolishly*, we use pronouns, and say, *When Mary has money, SHE spends IT foolishly*.

Into how many classes are pronouns divided ?

**126.** Pronouns are divided into four classes : the *Personal*, *Relative*, *Interrogative*, and *Adjective*.

#### PERSONAL PRONOUNS.

What is a personal pronoun ?

**127.** A personal pronoun is one that occupies the immediate place of the noun which it represents, and which shows by its form of what gender, person, and number it is.

Decline the personal pronouns.

| 128. Person. | Gender.     | Nominative. | Possessive.      | Objective. |
|--------------|-------------|-------------|------------------|------------|
| 1st,         | m. or f.    | I,          | my or mine,      | me.        |
| 2d,          | m. or f.    | Thou,       | thy or thine,    | thee.      |
| 3d,          | { m.        | He,         | his,             | him.       |
|              | { f.        | She,        | her or hers,     | her.       |
|              | { n.        | It,         | its,             | it.        |
| 1st,         | m. or f.    | We,         | our or ours,     | us.        |
| 2d,          | m. or f.    | You,        | your or yours,   | you.       |
| 3d,          | m. f. or n. | They,       | their or theirs, | them.      |

What is the difference between the pronouns, *my, thy, his, her, &c.*, and *mine, thine, his, hers, &c.*?

129. The pronouns *my, thy, his, her, &c.*, exactly correspond to nouns in the possessive case, and the pronouns *mine, thine, his, hers, &c.*, are a kind of double pronouns which represent both the possessor and the thing possessed; thus, when Edward says to William, *Give John my book, and keep yours*, "*my*" represents the word *Edward's* only, but "*yours*" represents both *William's* and *book*.

What is a compound personal pronoun?

130. A compound personal pronoun is one composed of a personal pronoun in the possessive case and the word *self*, thus:

| Person. | Gender.  | Singular.  | Plural.       |
|---------|----------|------------|---------------|
| 1st,    | m. or f. | Myself,    | ourselves.    |
| 2d,     | m. or f. | Thyself,   | yourselves.   |
| 3d,     | { m.     | * Himself, | * themselves. |
|         | { f.     | Herself,   |               |
|         | { n.     | * Itself,  |               |

When should the compound personal pronouns be used?

131. Compound personal pronouns should be used, 1st.


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\* Consistency would require *hissself, itssself, and theiresselves*, but custom has determined otherwise.
















When the action reverts upon the agent: as, *He hurts HIMSELF*, *she deceives HERSELF*. 2d. To give more emphasis, and mark more positively the distinction of persons: as, *If you do not attend to it YOURSELF*, *you will lose by it*.

By what symbol are personal pronouns represented?

**132.** Personal pronouns are represented by the same symbol as nouns with a small line on the left side, thus 

What is added to the symbol representing the pronoun, to denote gender, person, number, and case?

**133.** The variations of gender, person, number, and case, are marked with pronouns as with nouns, thus:

|        |   |   |   |
|--------|---|---|---|
| Number | { | Singular.....                               |    |
|        |   | Plural.....                                 |    |
| Gender | { | Masculine .....                             |    |
|        |   | Feminine ... ..                             |    |
|        |   | Common.....                                 |    |
|        |   | Neuter .....                                |   |
| Person | { | First.....                                  |  |
|        |   | Second .....                                |  |
|        |   | Third .....                                 |  |
| Case   | { | Nominative .....                            |  |
|        |   | Possessive .....                            |  |
|        |   | Objective (governed by a verb) .....        |  |
|        |   | Objective (governed by a preposition) ..... |  |

By what symbol are compound personal pronouns represented?

134. Compound personal pronouns are represented by the same symbol as personal pronouns, with a *c* under the symbol on the left side, thus  $\overleftarrow{c}$

Parse the articles, nouns, adjectives, and personal pronouns, thus:

135. If you give me my cap,

$\overleftarrow{m}$   $\overleftarrow{s}$   $\overleftarrow{m}$   $\overleftarrow{s}$   $\overleftarrow{c}$   $\overleftarrow{s}$

4 12 5 11

136. I will give you yours. Do not fatigue yourself

$\overleftarrow{m}$   $\overleftarrow{s}$   $\overleftarrow{m}$   $\overleftarrow{s}$   $\overleftarrow{m}$   $\overleftarrow{s}$   $\overleftarrow{m}$   $\overleftarrow{s}$   $\overleftarrow{m}$   $\overleftarrow{s}$

4 12 5 11

so much.

cap which it includes

Or the pronouns, thus:

136. *You* give. "You" is a personal pronoun, masculine gender, second person, plural number, nominative case, subject of the verb "give." Rule IV.

To *me*. "Me" is a personal pronoun, masculine gender, first person, singular number, objective case, object of the preposition "to" understood. Rule XII.

"*Yours*" is a personal pronoun, masculine gender, second person, plural number, possessive case, governed by the word "cap," which it includes. Rule V.

Do fatigue *yourself*. "Yourself" is a compound personal pronoun, masculine gender, second person, plural number, objective case, object of the verb "do fatigue." Rule XI.

### 137. EXERCISE.

1. Time is precious, do not spend it in trifles. — 2. If the child does not like it, do not compel her to eat it. — 3. Do not do it through ostentation. — 4. Will you lend me the first volume of

Macauley's History of England?—5. We had not promised them to you.—6. I would not send it to them.—7. Go with him and with her, and do not return without them.—8. We will see them before her, but after him.—9. I work for my maintenance—thou livest on thy income.—10. Our navy is more powerful than theirs.—11. Your friends and mine are not of the same opinion.—12. Has the cow eaten all her grass?—13. My finger is sore since I burned myself.—14. "Each for himself" is too generally the motto of mankind.—15. She attributes it to herself.—16. Do it yourself if you want it well done.

## RELATIVE PRONOUNS.

What is a Relative Pronoun?

**138.** A relative pronoun is a word that relates to, and recalls the idea of, some preceding word or phrase, called antecedent, and which it connects with the clause that comes after. Thus, when I say, *Young people* **WHO** *talk too much think too little*; the word "*who*" recalls the idea of the antecedent "*young people*," and connects it with the clause which comes after "*talk too much*," &c.

Give the relative pronouns.

**139.** The relative pronouns are *Who*, *which*, and *that*.

Are these pronouns used indiscriminately, one for another?

**140.** *Who*, *which*, and *that*, should not be used indiscriminately one for another. *Who* relates to persons; as, *The men* **WHO** *speak*. *Which* relates to animals or things; as, *The horse* **WHICH** *is wounded*; *The plate* **WHICH** *is broken*. *That* relates both to persons and things; as, *The man* **THAT** *speaks*; *The plates* **THAT** *are broken*.

Of what variations do relative pronouns admit?

**141.** Relative pronouns admit of no variation for gender, person or number; and *who* only is declinable, thus:

Nominative, *Who*. Possessive, *Whose*.\* Objective, *Whom*.

Give an example of the word *who* used in all its cases?

**142.** *The lady WHO will sing this evening is the person WHOSE voice is so powerful, and WHOM I heard yesterday.*

What are compound relative pronouns?

**143.** Compound relative pronouns are those which include their antecedent within themselves.

Is the word *what* a compound relative pronoun?

**144.** The word *what* is a compound relative pronoun, for it signifies *that which, those which, the thing or things which*.

Point out the relative and antecedent in the following sentence:  
*What you tell me is not credible.*

**145.** "*What you tell me,*" &c., signifies *the thing or things which you tell me, &c.* *The thing or things* is therefore the antecedent of the relative *which*.

How are other compound relative pronouns formed?

**146.** Other compound relative pronouns are formed by adding *ever* or *soever* to the relatives *who, which, and what*, thus: *whoever, whosoever, whichever, whichever, whatever, whatsoever.*

Point out the antecedents and the relatives in the following sentences:  
*Whoever will ask for it will get it; I shall give you whatever you ask.*

**147.** "*Whoever will,*" &c., signifies *any person who will, &c.*; and "*whatever you ask,*" &c., signifies *anything which you ask, &c.* "*Any person*" and "*anything*" are antecedents to the relatives *who* and *which*.

---

\* *Whose* sometimes relates to inanimate objects; as, *A town whose fortifications had been destroyed.*

By what symbol are relative pronouns represented?

148. Relative pronouns are represented by the same symbol as personal pronouns, with the addition of an *r* on the right of the symbol, thus  $\overline{c} \text{---} r$ .

What is added to the symbol representing the relative pronoun, to denote gender, person, number, and case?

149. These variations are marked as with nouns and personal pronouns. The compound relative pronouns are marked with a *c* under the symbol, thus  $\overline{c} \text{---} r$ .

Parse the articles, nouns, adjectives, and the personal and relative pronouns, thus:

150. Children  $\overline{c} \text{---} 3$  who  $\overline{c} \text{---} 3$  are loved by their  $\overline{c} \text{---} 3$  schoolfellows,  $\overline{c} \text{---} 3$

4                      3 4                      5                      12

will probably be loved in  $\overline{c} \text{---} 3$  society.

12

The  $\overline{m} \text{---} 3$  boy  $\overline{s} \text{---} m$  whom  $\overline{s} \text{---} 3$  I  $\overline{m} \text{---} 1$  saw said so.

1                      4                      3 11                      4

Or the relative pronouns, thus:

151. Children *who* are loved. "Who" is a relative pronoun, and agrees with its antecedent "children" in the common gender, third person, plural number, (Rule III.); and is in the nominative case, subject of the verb "are loved." Rule IV.

Boy, I saw *whom*. "Whom" is a relative pronoun, and agrees with its antecedent "boy" in the masculine gender, third person,

singular number, (Rule III.); and is in the objective case, object of the verb "saw." Rule XI.

### 152. EXERCISE.

1. The horse on which I had put the sack ran away.—2. Do you know the lady with whom I was talking?—3. I like the society of those with whom I feel at ease.—4. The good which we do is often a fund which we lay by for unforeseen circumstances.—5. It is not what I had relied on.—6. It is what you ought to reflect on.—7. At what is your brother so offended?—8. The children to whose whims you yield will give you many sorrows.—9. Here is the young man whom I recommended to you.—10. Whoever dares to insult him shall repent it.—11. Whatever you order I shall execute.

### INTERROGATIVE PRONOUNS.

What is an Interrogative Pronoun?

**153.** An interrogative pronoun is one used in asking a question.

Give the interrogative pronouns.

**154.** The interrogative pronouns are *who*, *what*, and *which*.

Are the pronouns used indiscriminately one for another?

**155.** *Who*, *what*, and *which*, should not be used indiscriminately one for another. *Who* inquires for persons; as, *WHO is that man?* *WHO calls me?* \* *What* inquires for things; as, *WHAT makes you laugh?* *Which* is used both for persons and things, and implies choice; as, *WHICH of these ladies do you like best?* *WHICH of these books will you read?*

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\* When *what* stands before a noun, it is really an adjective, and inquires both for persons and things; as *WHAT man is that?* *WHAT book are you reading?*



Of what variations do interrogative pronouns admit?


**156.** Interrogative pronouns admit of no variation for number, gender, or person; and *who* only is declinable, thus:

Nominative, *Who?* Possessive, *Whose?* Objective, *Whom?*

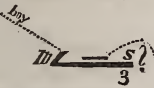








Give an example of the interrogative *who* in all its cases.








**157.** *Whose blood is that? Who has been murdered, and by whom?*

By what symbol are interrogative pronouns represented?

**158.** Interrogative pronouns are represented by the same symbol as personal pronouns, with a note of interrogation, thus 

Parse the articles, nouns, adjectives, and personal, relative, and interrogative pronouns, thus:

**159.**         

**160.**       

Or the interrogative pronouns, thus:

**160.** Boy *who* is. "Who" is an interrogative pronoun, and agrees with "boy" in the masculine gender, third person, singular number, (Rule III.); and is in the nominative case, subject to the verb "is." Rule IV.

## 161. EXERCISE.

1. Who has thread to give me? — 2. With whom did you dance at Mrs. B.'s? — 3. Which of my two brothers do you like best? —

4. Whom have they chosen for their captain?—5. With which of these ladies did you speak?—6. Whose gloves are these?—7. Of what does he always complain?—8. Whose house is that on the left hand?—9. Who is that speaking to him?—10. What troubles you, and what can I do for you?—11. Whose penknife is this?—12. In what have I neglected my duty?

### ADJECTIVE PRONOUNS.

162. Most grammarians define an adjective pronoun, as a word used sometimes as an adjective and sometimes as a pronoun, and which partakes of the nature of both.

They divide adjective pronouns into four classes, namely: the Possessive, Distributive, Demonstrative, and Indefinite.

The above definition and classification, though almost universally adopted, seem to be both erroneous and useless.

Erroneous, because very few of the words thus classified really partake of the nature both of adjectives and pronouns;

Useless, because such a classification can be of no available use to the writer or speaker.

The so-called possessive adjective pronouns are simply personal pronouns in the possessive case; for if we admit of such a thing as nouns in the possessive case, we must necessarily admit of corresponding pronouns in the same case. (See 128, 129.)

The distributive and indefinite adjective pronouns, with the exception of the words *one*, *none*, *other*, and *another*, are evidently adjectives, and partake in no way of the nature of pronouns; for they cannot in a single instance be made to stand for nouns; thus, in this sentence, *NEITHER suits me, but I need two, and shall take BOTH*, the words “neither” and “both” do not stand for nouns, any more than the word “two,” and the ellipsis can be supplied after the one as well as after the other. If, therefore, such words as *neither* and *both* be considered as adjective pronouns, there is no possible reason why all such adjectives as admit of the ellipsis of the noun which they qualify, should not belong to the same category.

As, however, it is our intention to propose, but not to impose, innovations, we shall give, besides our own classification, (from 163 to 166,) the one generally adopted, (from 163' to 165',) leaving it to the discretion of teachers to use the one or the other.



What is an Adjective Pronoun ?

**163.** An adjective pronoun is one which qualifies or determines the noun for which it stands.

Give the adjective pronouns.

**164.** The adjective pronouns are the demonstratives *this, that, these, and those*; and the indefinites, *one, none, other, and another*.

Decline such of the adjective pronouns as are declinable.

**165.** The adjective pronouns, *one, other, and another*, are declinable, and decline thus :

|                  |   |                       |          |            |
|------------------|---|-----------------------|----------|------------|
| <i>Singular.</i> | { | Nominative....One,    | other,   | another.   |
|                  | { | Possessive.....One's, | other's, | another's. |
|                  | { | Objective.....One,    | other,   | another.   |
| <i>Plural...</i> | { | Nominative....Ones,   | others.  |            |
|                  | { | Possessive.....Ones', | others'. |            |
|                  | { | Objective.....Ones,   | others.  |            |

The demonstrative adjective pronouns, and the word *none*, are indeclinable.

Are the words *this, that, these, those, one, none, other, and another*, always adjective pronouns ?

**166.** When the words *this, that, these, those, &c.*, are joined to a substantive, or when a substantive may be inserted after them without altering the sense, these words are indeclinable, and are mere adjectives ; as, *THIS man, ANOTHER boy, ONE book, &c.*

What is an adjective pronoun ?

**163'.** An adjective pronoun is one used sometimes as an adjective, sometimes as a pronoun, and which partakes of the nature of both.

How are adjective pronouns divided, and what are they?

**164'.** Adjective pronouns are divided into three classes: \* the Distributives, the Demonstratives, and the Indefinites. The distributives are, *each, every, either*, and *neither*. The demonstratives are, *this, that, these*, and *those*. The indefinites are, *any, all, both, such, whole, some, one, none, other*, and *another*.

Decline such of the adjective pronouns as are declinable.

**165'.** *One, other, and another*, are declinable thus:

|                  |   |                 |        |          |            |
|------------------|---|-----------------|--------|----------|------------|
| <i>Singular.</i> | { | Nominative....  | One,   | other,   | another.   |
|                  | { | Possessive..... | One's, | other's, | another's. |
|                  | { | Objective.....  | One,   | other,   | another.   |
| <i>Plural...</i> | { | Nominative....  | Ones,  | others.  |            |
|                  | { | Possessive..... | Ones', | others'. |            |
|                  | { | Objective.....  | Ones,  | others.  |            |

By what symbol are adjective pronouns represented?

**167.** Adjective pronouns are represented by a combination of the symbols of the adjective and of the pronoun;

thus .

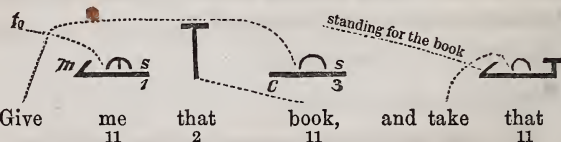
How are gender, person, number, and case represented?

**168.** When needed they are marked as with other pronouns.

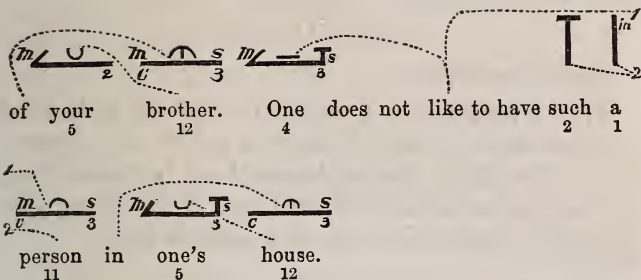
Parse the articles, nouns, adjectives, and pronouns, thus:

**169.** Give      me      that      book,      and take      that

11                      2                      11                      11



\* The possessives have been given as personal pronouns in the possessive case. (See 128, 129.)



Or the adjective pronouns, thus :

**170.** Take *that*. "That" is an adjective pronoun, neuter gender, third person, singular number, objective case, object of the verb "take." Rule XI.

*One* does like. "One" is an adjective pronoun, masculine gender, third person, singular number, nominative case, subject of the verb "does like." Rule IV.

### 171. EXERCISE.

1. In cold countries, black or red animals turn whitish in winter.—2. The Spanish infantry was formerly the best in Europe.—3. She is guilty of rude, vulgar, and deceitful behavior.—4. The idler prepares for himself painful and unavailing regrets.—5. This is the twenty-first page of the second book.—6. In the French army, a battalion is composed of six companies, each of one hundred and twenty-one men.—7. Give me that copy-book.—8. That cap is too large for that child.

### VERBS.

What is a Verb?

**172.** A verb is a word used to express *action* or *being*; as, *I am*, *I speak*, *I love*.

## PARTICIPLES.\*

What is a participle?

**173.** A participle is a certain form of the verb, which partakes of the nature of the verb and of the adjective. It partakes of the former, inasmuch as it denotes time, and expresses action or being; and of the latter, inasmuch as it belongs to nouns, and qualifies them.

How many participles have verbs?

**174.** Verbs have three participles, the present, the perfect, and the compound perfect; as, *Loving, loved, having loved*, in the active voice; and *being loved, loved, having been loved*, in the passive voice.

What does the present participle express, and how is it formed?

**175.** The present participle expresses a continuance of action or being; as, *Writing, loving, being; being loved, being seen*. The present participle is formed by adding *ing* to the infinitive mood; as, *Love, loving; touch, touching; be, being, &c.*

What does the perfect participle express, and how is it formed?

**176.** The perfect participle expresses either completion of action, or state of being; as, *The letter is WRITTEN; John is LOVED*. The perfect participle is formed by adding *d* or *ed* to the present tense of regular verbs; as,

---

\* A knowledge of the participles being necessary to a clear comprehension of some of the modifications of the verb, they are here introduced.

*Love, loved; touch, touched, &c.* (For the perfect participles of irregular verbs, see 291.)

What does the compound perfect participle express, and how is it formed?

**177.** The compound perfect participle expresses a previous completion of action or being; as, *John, HAVING RECITED his lesson, went to play; The men, HAVING BEEN PAID, returned to their work.* The compound perfect participle is formed by prefixing *having* to the perfect for the active voice, and *having been* for the passive voice; as, *Having loved, having written; having been loved, having been written, &c.*

What remarks are made with regard to words of a participial form, and which are used as adjectives?

**178.** Words of a participial form are sometimes placed before nouns, to denote quality, and should be considered and parsed as adjectives. The participle is distinguished from the adjective by the former expressing action or being, and an idea of time, and the latter denoting only quality; thus, in *I saw a ship SAILING northward*, the word *sailing* is evidently a participle, because it denotes both action and time; but, in *He came from England in a SAILING vessel*, the word *sailing* merely describes *vessel*, and is therefore an adjective. Adjectives are generally placed before the nouns to which they belong, and participles after them.

What remarks are made with regard to words of a participial form, and which are used as nouns?


**179.** Words of a participial form, ending in *ing*, are

often used as nouns, and should be parsed as such; as, *Excellent writing; A good understanding.*


Nouns ending in *ing* can be distinguished from participles, by the former taking articles, adjectives, and nouns or pronouns in the possessive case before them, which the latter never do.


NOTE.—When the participle is joined to an auxiliary verb, to form a compound tense, it is parsed jointly with the auxiliary, as a tense of the verb; as, *She has spoken.*


By what symbol are participles represented?

176' Participles are represented thus 

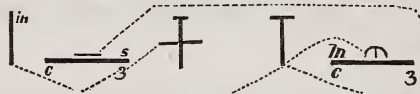
What is added to the symbol representing the participle, to denote its modifications?

177' The present has no appendage; thus 

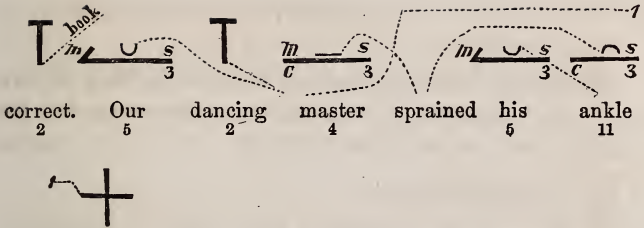
The perfect has a mark on the first branch; thus 

The compound perfect has a mark on the second branch; thus 

Parse the articles, nouns, adjectives, pronouns, and participles, thus:

178'   
 178' A<sub>1</sub> book<sub>8</sub> written<sub>8</sub> by<sub>2</sub> many<sub>2</sub> individuals<sub>12</sub> is<sub>3</sub> generally





while dancing.  
8

Or the participles, thus:

179' Book *written*. "Written" is a perfect participle, and belongs to the noun "book." Rule VIII.

Master *dancing*. "Dancing" is a present participle, and belongs to the noun "master." Rule VIII.

### 180. EXERCISE.

1. At the battle of Perpignan Louis XIII. seemed to rise above the natural weakness of his character; in the hottest of the engagement he was seen observing eagerly the charges of his cavalry against that of the Spaniards, inhaling in long draughts the odor of the gunpowder, listening rapturously to the noise of the cannon, until at last, (with all the valor of his race sparkling in his eyes,) raising his sword toward the splendid sun, he exclaimed: "Follow me, brave friends! it is here that I am king of France!"—2. She is a very charming woman.—3. Painting is an art in which the Italians excel.—4. The boy named Henry desires to see you.

### MODIFICATIONS OF THE VERB.

Are verbs variable words?

181. Verbs are modified by *mood*, *tense*, *number*, *person*, and *voice*.



## MOODS.

What are Moods ?

182. Moods are modifications of the verb used to express the various ways in which an affirmation can be made.

How many moods have verbs ?

183. Verbs have five moods: the *Infinitive*, *Indicative*, *Subjunctive*, *Potential*, and *Imperative*.

What is the Infinitive mood ?

184. The Infinitive mood is that form of the verb which affirms something in a vague, unlimited manner, and without any consideration of number, person, or time; as, *To love*; *to speak*.

What is the Indicative mood ?

185. The Indicative mood is that form of the verb which affirms something, or asks a question, in a positive and direct manner; as, *I love*; *I shall speak*; *do I love*?

What is the Subjunctive mood ?

186. The Subjunctive mood is that form of the verb which affirms something as conditional, doubtful, contingent; as, *IF you SPEAK to him he will do it*.

What is the Potential mood ?

187. The Potential mood is that form of the verb which expresses power, liberty, possibility, or necessity; as, *I must speak*; *I may speak*; *I can write*.

What is the Imperative mood ?

188. The Imperative mood is that form of the verb which commands, exhorts, entreats, permits; as, *STAND in that corner and STUDY for an hour*.

By what symbol are verbs represented ?

189. Verbs are represented by a cross, thus...



What is added to the symbol representing the verb, to denote mood ?

190. The Infinitive mood has no appendage, thus



The Indicative has a line connecting the first with the second branch, thus.....



The Subjunctive has a line connecting the second with the third branch, thus .....



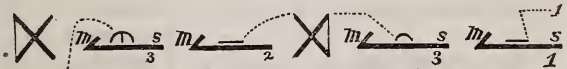
The Potential has a line connecting the third with the fourth branch, thus.....



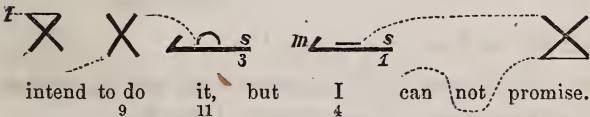
The Imperative has a line connecting the fourth with the first branch, thus.....



Parse the articles, adjectives, pronouns, nouns, verbs, and participles, thus :



191. Speak to him if you see him ; I



intend to do it, but I can not promise.

Or the verbs, thus :

192. You *speak*. "Speak" is a verb in the imperative mood.  
If you *see* him. "See" is a verb in the subjunctive mood.  
I *intend* to do it. "Intend" is a verb in the indicative mood.

Intend *to do* it. "To do" is a verb in the infinitive mood, and is governed by the verb "intend," on which it depends. Rule IX.

I *can promise*. "Can promise" is a verb in the potential mood.

### 193. EXERCISE.

1. Send her to me, and I shall pay it to her. — 2. He showed it to me since you sold it to him. — 3. If you will send it to me, I will lend it to her. — 4. I said it to her, and will repeat it to you. — 5. Bring your book, that I may mark your lesson. — 6. You may play for an hour, if you know all your lessons. — 7. If he does it again, punish him. — 8. Here is a nosegay, give it to your sister.

### TENSES.

What are Tenses?

194. Tenses are modifications of the verb to distinguish time.

How many tenses have verbs?

195. Verbs have six tenses :

|                          |                  |
|--------------------------|------------------|
| One for the present..... | Present.         |
| Three for the past.....  | { Imperfect.     |
|                          | { Perfect.       |
|                          | { Pluperfect.    |
| Two for the future.....  | { First future.  |
|                          | { Second future. |

What does the Present tense express?

196. The Present tense expresses what now is, or what is taking place; as, *You ARE sick; I SEE him.*

What does the Imperfect tense express?

197. The Imperfect tense expresses what was, or what took place at some period of time fully past; as, *You WERE sick last week; I SAW him yesterday.*

What does the Perfect tense express?

198. The Perfect tense expresses what has been, or what has taken place within some period of time not completely past; as, *You HAVE BEEN sick the greater part of this week; I HAVE SEEN him this morning.*

What does the Pluperfect tense express?

199. The Pluperfect tense expresses what had been, or what had taken place before some past action or occurrence; as, *You HAD BEEN sick a whole week before I knew of it; I HAD SEEN him when you came.*

What does the First Future tense express?

200. The first Future tense expresses what will be, or what will take place at some future time; as, *He WILL BE sick to-morrow if he is not careful; I SHALL SEE him to-morrow.*

What does the Second Future tense express?

201. The second Future tense expresses what will have been, or what will have taken place at or before some future time mentioned; as, *He WILL HAVE BEEN sick a whole day before medical aid can be obtained; I SHALL HAVE SEEN him before this evening.*

What is added to the symbol expressing the verb, to denote tense?

202. The Present has no appendage, thus.....





The Imperfect has a mark on the first branch,  
thus.....




The Perfect has a mark on the second branch,  
thus .....



The Pluperfect has a mark on the third branch, thus ..... 

The First Future has a mark on the fourth branch, thus ..... 

The Second Future has a double mark on the fourth branch, thus ..... 

Parse the articles, adjectives, nouns, pronouns, verbs, and participles thus :



203. She <sub>4</sub> was, is, and will be <sub>2</sub> amiable.

Or the verbs, thus :

204. She *was*. "Was" is a verb in the indicative mood, imperfect tense.

She *is*. "Is" is a verb in the indicative mood, present tense.

She *will be*. "Will be" is a verb in the indicative mood, first future tense.

## 205. EXERCISE.

1. A trifle suffices to put him in a passion.—2. She is too weak to bear so much fatigue.—3. She has perseverance enough to succeed.—4. There are few minds strong enough to resist the poison of flattery.—5. When I was at school I loved play much better than my books.—6. According to Tacitus, the ancient Germans hanged traitors and drowned cowards—all other crimes were punished by fines.—7. Cardinal Richelieu was the most skilful statesman of his time ; he possessed a firm and inflexible character, and neglected no means to accomplish his ends.—8. I have been to church this morning, and I will go again this afternoon.—9. I am quite ready, for I had finished my breakfast before you came.—

10. I shall go to a concert this evening, but we will all be at home to-morrow.—11. He will come this week if he can.—12. We shall have been there and returned before you have done.—13. You will have finished before we go.

# PERSON AND NUMBER.

How are verbs modified by person and number?

206. Verbs are made to agree in person and number with the noun or pronoun which is the subject of the affirmation; as—

|                 | <i>Singular.</i> | <i>Plural.</i> |
|-----------------|------------------|----------------|
| 1st Person..... | I love.          | We love.       |
| 2d Person.....  | Thou lovest.     | You love.      |
| 3d Person.....  | He loves.        | They love.     |

What is a noun or pronoun termed, when it is the subject of the affirmation expressed by the verb?

207. When a noun or pronoun is the subject of the affirmation expressed by the verb, it is termed the subject of the verb, and it is in the nominative case.

What then governs a verb in person and number?

208. The subject of a verb governs it in person and number.

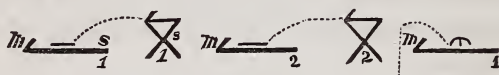
What is added to the symbol representing the verb, to denote person and number?

209. The variations of person and number are marked with verbs as with nouns or pronouns; thus:

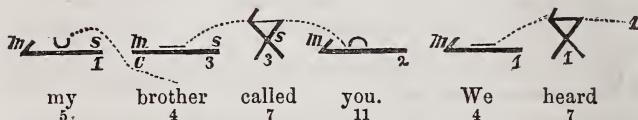
|                  |                |                           |
|------------------|----------------|---------------------------|
| <i>Number.</i> { | Singular ..... | <del>X</del> <sup>s</sup> |
|                  | Plural .....   | <del>X</del>              |

|         |             |              |
|---------|-------------|--------------|
| Person. | First.....  | <del>1</del> |
|         | Second..... | <del>2</del> |
|         | Third.....  | <del>3</del> |

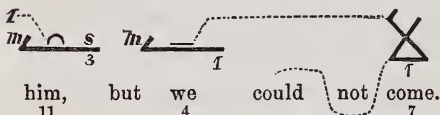
Parse the articles, nouns, adjectives, pronouns, verbs, and participles, thus:



210. I<sub>4</sub> thought<sub>7</sub> you<sub>4</sub> spoke<sub>7</sub> to<sub>12</sub> us. No, but



my<sub>5</sub> brother<sub>4</sub> called<sub>7</sub> you.<sub>11</sub> We<sub>4</sub> heard<sub>7</sub>



him,<sub>11</sub> but we<sub>4</sub> could not come.<sub>7</sub>

Or the verbs, thus:

211. I *thought* you spoke. "Thought" is a verb in the indicative mood, imperfect tense, and agrees with its nominative, "I," in the first person, singular number. Rule VII.

We *could come*. "Could come" is a verb, in the potential mood, imperfect tense, and agrees with its nominative, "we," in the first person, plural number. Rule VII.

## 212. EXERCISE.

1. When he came before his judges, he lost all his courage. —
2. I live near the church. —
3. When I was in France, you were



in Germany, and he was in Spain. — 4. A number of Cossacks suddenly appeared on our flank. — 5. He leaped with joy when he heard that happy news. — 6. You always write your letters incorrectly.

## CLASSES OF VERBS.

How are verbs divided?

**213.** Verbs are divided into *regular*, *irregular*, *transitive*, and *intransitive*.

What is a regular verb?

**214.** A Regular verb is one that forms its Imperfect tense and Perfect Participle by the addition of *d* or *ed* to the Present tense; as, Present, *love*; Imperfect, *loved*; Perfect Participle, *loved*.

What is an irregular verb?

**215.** An Irregular verb is one that does not form its Imperfect tense and Perfect Participle by the addition of *d* or *ed*; as, Present, *write*; Imperfect, *wrote*; Perfect Participle, *written*.

What is a transitive verb?

**216.** A Transitive verb is one that expresses an action which terminates upon some person or thing; as, *Henry RINGS the bell*; *Charles STRIKES the table*.

What is the person or thing called, upon which the action terminates?

**217.** The person or thing, upon which the action terminates, is called the object of the verb.

What, then, is a transitive verb?

**218.** A Transitive verb is one that has an object either expressed or understood.

What is an intransitive verb?

**219.** An Intransitive verb is one that expresses mere


state of being, or that expresses an action which does not terminate upon any person or thing; as, *Charles* LIVES; *the bell* RINGS.


Can all verbs be used both transitively and intransitively?


220. Some verbs, such as, *to strike, to load, to see, &c.*, are always transitive, while most verbs expressing mere condition, and a few others, are necessarily intransitive.


221. Many verbs, such as, *to write, to read, to run, to sleep, &c.*, only admit objects of the third person, neuter gender, and of a kindred signification with themselves; as, *To write some writing; to run a race, &c.* With such verbs, the object is frequently understood, and is sometimes so difficult to supply, that they are considered as transitive by some grammarians, and as intransitive by others.

What is added to the symbol representing the verb, to denote its various classes?


222. The Regular has no dot on the first branch,  thus .....

The Irregular has a dot on the first branch,  thus .....

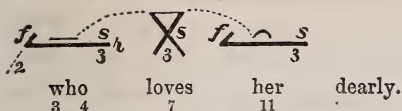
The Transitive has no dot on the second branch,  thus .....

The Intransitive has a dot on the second branch,  thus .....

Parse the articles, nouns, adjectives, pronouns, verbs, and participles, thus:

223. Mary  went to town to see her aunt,

4                      7                      12                      9                      5                      11



Or the verbs, thus :

**224.** *Mary went.* “Went” is an irregular intransitive verb, in the indicative mood, imperfect tense, and agrees with its nominative “Mary” in the third person, singular number. Rule VII.

*Went to see aunt.* “To see” is an irregular transitive verb, in the infinitive mood, present tense, and is governed by the verb “went,” upon which it depends. Rule IX.

## 225. EXERCISE.

1. He gives bad hay to his cows.—2. I killed big rats in the barn.—3. Turkey and Russia are now at war.—4. The French and English fleets are in the Black Sea.—5. A clayish soil requires quicklime.—6. I know them by sight.—7. He was killed yesterday.—8. I have two houses ; each of them has cost me a thousand guineas.—9. Mark the price on each book.

## VOICE.

What is Voice ?

**226.** Voice is that modification of the verb which shows whether the nominative is the performer or the receiver of the action ; there are, accordingly, two voices : the active and the passive.

When is a verb in the Active voice ?

**227.** A verb is in the active voice when its subject performs the action expressed by it ; as, *John STRIKES the table.*

When is a verb in the Passive voice ?

**228.** A verb is in the passive voice when its subject

receives the action expressed by it; as, *John* IS STRUCK *by Charles*.

How is a sentence changed from the active to the passive voice?

**229.** A sentence is changed from the active to the passive voice by making the object of the verb its nominative, and the agent the objective, governed by a preposition; as, *The dog* CHASES *the pig*; *The pig* IS CHASED *by the dog*.

**230.** Form the passive voice of—1. John reads the book.—2. Henry calls Charles.—3. The cat catches a mouse.—4. Rust destroys iron.—5. The teacher will scold him.—6. Her mother has sent her to me.

**231.** Form the active voice of—1. A house will be built by the carpenter.—2. A letter will be written by him.—3. I believe that the newspaper has not been read by you.—4. That lesson has not been well recited by John.

How is a verb conjugated in the passive voice?

**232.** A verb is conjugated\* in the passive voice by prefixing to its perfect participle the various moods, tenses, persons, and numbers of the verb *to be*; as, *I am loved*, *Thou art loved*, *He is loved*, *We are loved*, &c.

What is added to the symbol of the verb to denote voice?

**233.** The active voice has no appendage, thus X

The passive voice is marked thus X

What are auxiliary verbs?

**234.** Auxiliary verbs are those which assist in forming the compound tenses of other verbs.

---

\* The conjugation of a verb is a regular arrangement of all its moods, tenses, persons, numbers, and participles.

How many auxiliary verbs are there?

**235.** There are eight auxiliary verbs: *be, do, have, shall, will, may, can, and must*, with their variations.

Are these verbs always used as auxiliaries?

**236.** *Be, do, have, and will*, are also used as principal verbs; as, *I AM a boy; I HAVE a book; I SHALL DO what is right; I WILL that it should be so.*

Conjugate the regular verb *to love* in the active voice.

### VERB TO LOVE.

#### 237. PRINCIPAL PARTS.

*Present.*  
Love.

*Imperfect.*  
Loved.

*Perfect Participle.*  
Loved.

#### 238. INFINITIVE MOOD.

PRESENT TENSE.  
To love.

PERFECT TENSE.  
To have loved.

#### 239. INDICATIVE MOOD.

##### PRESENT TENSE.

*Singular.*

*Plural.*

*First Person.* I love.

*First Person.* We love.

*Second Person.* Thou lovest.

*Second Person.* You love.

*Third Person.* He loves.

*Third Person.* They love.

The present tense is also formed by prefixing the auxiliary *do*, thus:

*First Person.* I do love.

*First Person.* We do love.

*Second Person.* Thou dost love.

*Second Person.* You do love.

*Third Person.* He does love.

*Third Person.* They do love.

##### IMPERFECT TENSE.

With regular verbs the Imperfect tense is formed by adding *d* or *ed* to the Present, thus:

1. I loved.

1. We loved.

2. Thou lovedst.

2. You loved.

3. He loved.

3. They loved.

The Imperfect tense is also formed by prefixing the auxiliary *did* to the Present tense, thus:

*Singular.*

1. I did love.
2. Thou didst love.
3. He did love.

*Plural.*

1. We did love.
2. You did love.
3. They did love.

## PERFECT TENSE.

The Perfect tense is formed by prefixing the auxiliary *have* to the perfect participle, thus:

1. I have loved.
2. Thou hast loved.
3. He has loved.

1. We have loved.
2. You have loved.
3. They have loved.

## PLUPERFECT TENSE.

The Pluperfect tense is formed by prefixing the auxiliary *had* to the perfect participle, thus:

1. I had loved.
2. Thou hadst loved.
3. He had loved.

1. We had loved.
2. You had loved.
3. They had loved.

## FIRST FUTURE TENSE.

The First Future tense is formed by prefixing the auxiliary *shall* or *will* to the Present tense, thus:

1. I shall or will love.
2. Thou shalt or wilt love.
3. He shall or will love.

1. We shall or will love.
2. You shall or will love.
3. They shall or will love.

## SECOND FUTURE TENSE.

The Second Future tense is formed by prefixing the auxiliaries *shall have* or *will have* to the perfect participle, thus:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. I shall or will have loved.    | 1. We shall or will have loved.   |
| 2. Thou shalt or wilt have loved. | 2. You shall or will have loved.  |
| 3. He shall or will have loved.   | 3. They shall or will have loved. |

240. SUBJUNCTIVE MOOD (*regular form*).

The Subjunctive mood has two forms; the first, which is termed the *regular form*, is the same as the indicative, with a conjunction prefixed, expressing doubt or contingency; thus:

## PRESENT TENSE.

*Singular.*

1. If I love.
2. If thou lovest.
3. If he loves.

*Plural.*

1. If we love.
2. If you love.
3. If they love.

## IMPERFECT TENSE.

1. If I loved.
2. If thou lovedst.
3. If he loved.

1. If we loved.
2. If you loved.
3. If they loved.

## PERFECT TENSE.

1. If I have loved.
2. If thou hast loved.
3. If he has loved.

1. If we have loved.
2. If you have loved.
3. If they have loved.

## PLUPERFECT TENSE.

1. If I had loved.
2. If thou hadst loved.
3. If he had loved.

1. If we had loved.
2. If you had loved.
3. If they had loved.

## FUTURE TENSE.

1. If I shall or will love.
2. If thou shalt or wilt love.
3. If he shall or will love.

1. If we shall or will love.
2. If you shall or will love.
3. If they shall or will love

## SECOND FUTURE TENSE.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. If I shall or will have loved.    | 1. If we shall or will have loved.   |
| 2. If thou shalt or wilt have loved. | 2. If you shall or will have loved.  |
| 3. If he shall or will have loved.   | 3. If they shall or will have loved. |



SUBJUNCTIVE MOOD (*subjunctive form*).

In the subjunctive or second form, the verb is not modified in any of its persons.

## PRESENT TENSE.

*Singular.*

1. If I love.
2. If thou love.
3. If he love.

*Plural.*

1. If we love.
2. If you love.
3. If they love.

In the active voice, this form is limited to the Present tense.

## 241. POTENTIAL MOOD.

## PRESENT TENSE.

The Present tense of the Potential mood is formed by prefixing the auxiliary *may*, *can*, or *must*, to the Present tense of the Indicative mood, thus:

- |                     |                   |
|---------------------|-------------------|
| 1. I may love.      | 1. We may love.   |
| 2. Thou mayst love. | 2. You may love.  |
| 3. He may love.     | 3. They may love. |

## IMPERFECT TENSE.

The Imperfect tense of the Potential mood is formed by prefixing the auxiliary *might*, *could*, *would*, or *should*, to the Present tense of the Indicative mood, thus:

- |                       |                     |
|-----------------------|---------------------|
| 1. I might love.      | 1. We might love.   |
| 2. Thou mightst love. | 2. You might love.  |
| 3. He might love.     | 3. They might love. |

## PERFECT TENSE.

The Perfect tense of the Potential mood is formed by prefixing the auxiliaries *may have*, *can have*, or *must have*, to the Perfect Participle, thus:

- |                           |                         |
|---------------------------|-------------------------|
| 1. I may have loved.      | 1. We may have loved.   |
| 2. Thou mayst have loved. | 2. You may have loved.  |
| 3. He may have loved.     | 3. They may have loved. |

## PLUPERFECT TENSE.

The Pluperfect tense of the Potential mood is formed by prefixing

the auxiliaries *might have, could have, would have, or should have*, to the Perfect Participle, thus :

| <i>Singular.</i>            | <i>Plural.</i>            |
|-----------------------------|---------------------------|
| 1. I might have loved.      | 1. We might have loved.   |
| 2. Thou mightst have loved. | 2. You might have loved.  |
| 3. He might have loved.     | 3. They might have loved. |

## 242. IMPERATIVE MOOD.

This Mood is used only in the Present tense, second person.

### PRESENT TENSE.

2. Love (thou), or Do thou love. Love (ye or you), or Do you love.

## 243. PARTICIPLES.

| <i>Present.</i> | <i>Perfect.</i> | <i>Compound Perfect.</i> |
|-----------------|-----------------|--------------------------|
| Loving.         | Loved.          | Having loved.            |

Give the first person singular of the verb *to love*, in all its moods and tenses, thus :

**244. INDICATIVE**—I love; I loved; I have loved; I had loved; I shall love; I shall have loved. **SUBJUNCTIVE**—If I love; if I loved; if I have loved; if I had loved; if I shall or will love; if I shall or will have loved. **POTENTIAL**—I may love; I might love; I may have loved; I might have loved. The first person has no Imperative mood.

Give the second person singular, in all its moods and tenses.

Give the third person singular, in all its moods and tenses.

Give the first person plural, in all its moods and tenses.

Give the second person plural, in all its moods and tenses.

Give the third person plural, in all its moods and tenses.

**245. How is the Present tense formed ?**

How is the Perfect tense formed ?

How is the Imperfect tense formed ?

How is the Pluperfect tense formed ?

How is the First Future tense formed ?

How is the Second Future tense formed ?

246. What remarks are made with regard to the Subjunctive mood?  
What remark is made with regard to the Imperative mood?

Why is the verb *to love* transitive?

247. The verb *to love* is transitive, because the action expressed by it terminates upon some person or thing; as, *John loves study*.

Why is the verb *to love* regular?

248. The verb *to love* is regular, because it forms its imperfect tense and perfect participle by adding *d* to the present; thus, Present, *love*; Imperfect, *loved*; Perfect Participle, *loved*.

Why is the verb *to love*, when conjugated as above, in the active voice?

249. The verb *to love* is in the active voice, because its subject or nominative performs the action expressed by it; as, *I love*.

Conjugate the verb *to be*.

## VERB TO BE.

### 250. PRINCIPAL PARTS.

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Am.             | Was.              | Been.                      |

### 251. INFINITIVE MOOD.

#### PRESENT TENSE.

To be.

#### PERFECT TENSE.

To have been.

### 252. INDICATIVE MOOD.

#### PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|------------------|----------------|
| 1. I am.         | 1. We are.     |
| 2. Thou art.     | 2. You are.    |
| 3. He is.        | 3. They are.   |

## IMPERFECT TENSE.

*Singular.*

1. I was.
2. Thou wast.
3. He was.

*Plural.*

1. We were.
2. You were.
3. They were.

## PERFECT TENSE.

1. I have been.
2. Thou hast been.
3. He has been.

1. We have been.
2. You have been.
3. They have been.

## PLUPERFECT TENSE.

1. I had been.
2. Thou hadst been.
3. He had been.

1. We had been.
2. You had been.
3. They had been.

## FIRST FUTURE TENSE.

1. I shall or will be.
2. Thou shalt or wilt be.
3. He shall or will be.

1. We shall or will be.
2. You shall or will be.
3. They shall or will be.

## SECOND FUTURE TENSE.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. I shall or will have been.    | 1. We shall or will have been.   |
| 2. Thou shalt or wilt have been. | 2. You shall or will have been.  |
| 3. He shall or will have been.   | 3. They shall or will have been. |

## 253. SUBJUNCTIVE MOOD.

The Subjunctive mood (regular form) is the same as the Indicative mood, with a conjunction, expressing doubt, prefixed to every person and number of each tense; as, *If I am, if thou art, if he is, if we are, if you are, if they are.*

*Subjunctive form.*

## PRESENT TENSE.

*Singular.*

1. If I be.
2. If thou be.
3. If he be.

*Plural.*

1. If we be.
2. If you be.
3. If they be.

## IMPERFECT TENSE.

*Singular.*

1. If I were.
2. If thou wert.
3. If he were.

*Plural.*

1. If we were.
2. If you were.
3. If they were.

In the verb *to be*, and in the passive voice, this form is limited to the present and imperfect tenses.

## 254. POTENTIAL MOOD.

## PRESENT TENSE.

- |                   |                 |
|-------------------|-----------------|
| 1. I may be.      | 1. We may be.   |
| 2. Thou mayst be. | 2. You may be.  |
| 3. He may be.     | 3. They may be. |

## IMPERFECT TENSE.

- |                     |                   |
|---------------------|-------------------|
| 1. I might be.      | 1. We might be.   |
| 2. Thou mightst be. | 2. You might be.  |
| 3. He might be.     | 3. They might be. |

## PERFECT TENSE.

- |                          |                        |
|--------------------------|------------------------|
| 1. I may have been.      | 1. We may have been.   |
| 2. Thou mayst have been. | 2. You may have been.  |
| 3. He may have been.     | 3. They may have been. |

## PLUPERFECT TENSE.

- |                            |                          |
|----------------------------|--------------------------|
| 1. I might have been.      | 1. We might have been.   |
| 2. Thou mightst have been. | 2. You might have been.  |
| 3. He might have been.     | 3. They might have been. |

## 255. IMPERATIVE MOOD.

## PRESENT TENSE.

Be (thou), or Do thou be.      Be (ye or you), or Do you be.

## PARTICIPLES.

*Present.*  
Being.

*Perfect.*  
Been.

*Compound Perfect.*  
Having been.

How is a verb conjugated in the Passive voice ?

**256.** A verb is conjugated in the passive voice by prefixing to its perfect participle *all* the moods, tenses, persons, and numbers of the verb *to be*. (See 267.)

Conjugate the verb *to love* in the passive voice.

Is the verb *to be* always the sign of the passive voice ?

**257.** The verb *to be*, when prefixed to a *present participle*, forms a kind of compound verb, which is said to be in the progressive form, and is in the active voice if the verb express action, but has no voice if the verb express mere condition.

How is a verb conjugated in the progressive form ?

**258.** A verb is conjugated in the progressive form by prefixing to its present participle *all* the moods, tenses, persons, and numbers of the verb *to be* ; as, *I am loving*, *I have been loving*, *I will have been loving*.

## IRREGULAR VERBS.

How are irregular verbs conjugated ?

**259.** Irregular verbs are conjugated like regular verbs, only, their imperfect tense and perfect participle are not formed by the addition of *d* or *ed* to the present.

Conjugate the irregular transitive verb *to see* in the active voice.

### VERB TO SEE.

#### 260. PRINCIPAL PARTS.

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| See.            | Saw.              | Seen.                      |

#### 261. INFINITIVE MOOD.

| <i>Present.</i> | <i>Perfect.</i> |
|-----------------|-----------------|
| To see.         | To have seen.   |

## 262. INDICATIVE MOOD.

## PRESENT. TENSE.

*Singular.*

1. I see.
2. Thou seest.
3. He sees.

*Plural.*

1. We see.
2. You see.
3. They see.

or,

1. I do see.
2. Thou dost see.
3. He does see.

1. We do see.
2. You do see.
3. They do see.

## IMPERFECT TENSE.

1. I saw.
2. Thou sawest.
3. He saw.

1. We saw.
2. You saw.
3. They saw.

or,

1. I did see.
2. Thou didst see.
3. He did see.

1. We did see.
2. You did see.
3. They did see.

## PERFECT TENSE.

1. I have seen.
2. Thou hast seen.
3. He has seen.

1. We have seen.
2. You have seen.
3. They have seen.

## PLUPERFECT TENSE.

1. I had seen.
2. Thou hadst seen.
3. He had seen.

1. We had seen.
2. You had seen.
3. They had seen.

## FIRST FUTURE TENSE.

1. I shall or will see.
2. Thou shalt or wilt see.
3. He shall or will see.

1. We shall or will see.
2. You shall or will see.
3. They shall or will see.

## SECOND FUTURE TENSE.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. I shall or will have seen.    | 1. We shall or will have seen.   |
| 2. Thou shalt or wilt have seen. | 2. You shall or will have seen.  |
| 3. He shall or will have seen.   | 3. They shall or will have seen. |



263. SUBJUNCTIVE MOOD (*regular form*).

The Subjunctive mood (regular form,) is the same as the Indicative mood, with a conjunction expressing doubt prefixed to every person and number of each tense; as, Present, *If I love, If thou lovest, If he loves, If we love, If you love, If they love.*

Form all the tenses of the subjunctive mood.

SUBJUNCTIVE MOOD (*subjunctive form*).

## PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i>  |
|------------------|-----------------|
| 1. If I see.     | 1. If we see.   |
| 2. If thou see.  | 2. If you see.  |
| 3. If he see.    | 3. If they see. |

## 264. POTENTIAL MOOD.

## PRESENT TENSE.

| <i>Singular.</i>   | <i>Plural.</i>   |
|--------------------|------------------|
| 1. I may see.      | 1. We may see.   |
| 2. Thou mayst see. | 2. You may see.  |
| 3. He may see.     | 3. They may see. |

## IMPERFECT TENSE.

|                      |                    |
|----------------------|--------------------|
| 1. I might see.      | 1. We might see.   |
| 2. Thou mightst see. | 2. You might see.  |
| 3. He might see.     | 3. They might see. |

## PERFECT TENSE.

|                         |                        |
|-------------------------|------------------------|
| 1. I may have seen.     | 1. We may have seen.   |
| 2. Thou mayst have seen | 2. You may have seen.  |
| 3. He may have seen.    | 3. They may have seen. |

## PLUPERFECT TENSE.

|                            |                          |
|----------------------------|--------------------------|
| 1. I might have seen.      | 1. We might have seen.   |
| 2. Thou mightst have seen. | 2. You might have seen.  |
| 3. He might have seen.     | 3. They might have seen. |

## 265. IMPERATIVE MOOD.

## PRESENT TENSE.

2. See (thou), or Do thou see.    2. See (ye or you), or Do you see.

## 266. PARTICIPLES.

*Present.**Perfect.**Compound Perfect.*

Seeing.

Seen.

Having seen.

Why is the verb to see transitive ?

Why is the verb to see irregular ?

Why is the verb to see, when conjugated as above, in the active voice ?

## PASSIVE VOICE.

(See 228, 229, 256.)

Conjugate the verb *to see*, in the passive voice.

## 267. PRINCIPAL PARTS.

*Present.**Imperfect.**Perfect Participle.*

Am seen.

Was seen.

Been seen.

## 268. INFINITIVE MOOD.

*Present.**Perfect.*

To be seen.

To have been seen.

## 269. INDICATIVE MOOD.

## PRESENT TENSE.

*Singular.**Plural.*

1. I am seen.

1. We are seen.

2. Thou art seen.

2. You are seen.

3. He is seen.

3. They are seen.

## IMPERFECT TENSE.

1. I was seen.

1. We were seen.

2. Thou wast seen.

2. You were seen.

3. He was seen.

3. They were seen.

## PERFECT TENSE.

1. I have been seen.

1. We have been seen.

2. Thou hast been seen.

2. You have been seen.

3. He has been seen.

3. They have been seen.

## PLUPERFECT TENSE.

*Singular.*

1. I had been seen.
2. Thou hadst been seen.
3. He had been seen.

*Plural.*

1. We had been seen.
2. You had been seen.
3. They had been seen.

## FIRST FUTURE TENSE.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. I shall or will be seen.    | 1. We shall or will be seen.   |
| 2. Thou shalt or wilt be seen. | 2. You shall or will be seen.  |
| 3. He shall or will be seen.   | 3. They shall or will be seen. |

## SECOND FUTURE TENSE.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. I shall or will have been seen.    | 1. We shall or will have been seen.   |
| 2. Thou shalt or wilt have been seen. | 2. You shall or will have been seen.  |
| 3. He shall or will have been seen.   | 3. They shall or will have been seen. |

270. SUBJUNCTIVE MOOD (*regular form*).

The Subjunctive mood (regular form,) is the same as the Indicative mood, with a conjunction expressing doubt prefixed to every person and number of each tense; as, Present, *If I am seen; If thou art seen; If he is seen; If we are seen; If you are seen; If they are seen.*

Form all the tenses of the subjunctive mood (regular form).

SUBJUNCTIVE MOOD (*subjunctive form*).

## PRESENT TENSE.

*Singular.*

1. If I be seen.
2. If thou be seen.
3. If he be seen.

*Plural.*

1. If we be seen.
2. If you be seen.
3. If they be seen.

## IMPERFECT TENSE.

- |                       |                       |
|-----------------------|-----------------------|
| 1. If I were seen.    | 1. If we were seen.   |
| 2. If thou wert seen. | 2. If you were seen.  |
| 3. If he were seen.   | 3. If they were seen. |

## 271. POTENTIAL MOOD.

## PRESENT TENSE.

*Singular.*

1. I may be seen.
2. Thou mayst be seen.
3. He may be seen.

*Plural.*

1. We may be seen.
2. You may be seen.
3. They may be seen.

## IMPERFECT TENSE.

1. I might be seen.
2. Thou mightst be seen.
3. He might be seen.

1. We might be seen.
2. You might be seen.
3. They might be seen.

## PERFECT TENSE.

1. I may have been seen.
2. Thou mayst have been seen.
3. He may have been seen.

1. We may have been seen.
2. You may have been seen.
3. They may have been seen.

## PLUPERFECT TENSE.

1. I might have been seen.
2. Thou mightst have been seen.
3. He might have been seen.

1. We might have been seen.
2. You might have been seen.
3. They might have been seen.

## 272. IMPERATIVE MOOD.

## PRESENT TENSE.

- |   |   |
|---|---|
| 2. Be (thou) seen, or Do thou be<br>seen. | 2. Be (ye or you) seen, or Do you<br>be seen. |
|---|---|

## 273. PARTICIPLES.

*Present.*

Being seen.

*Perfect.*

Been seen.

*Compound Perfect.*

Having been seen.

Why is the verb *to see*, when conjugated as above, in the passive voice?

## 274. PROGRESSIVE FORM.

(See 257, 258.)

How is a verb conjugated in the progressive form?

Conjugate the verb *to see*, in the progressive form.

## 275. PRINCIPAL PARTS.

|                 |                   |                            |
|-----------------|-------------------|----------------------------|
| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
| Am seeing.      | Was seeing.       | Been seeing.               |

## 276. INFINITIVE MOOD.

|               |                      |
|---------------|----------------------|
| PRESENT.      | PERFECT.             |
| To be seeing. | To have been seeing. |

## 277. INDICATIVE MOOD.

## PRESENT TENSE.

|                     |                     |
|---------------------|---------------------|
| <i>Singular.</i>    | <i>Plural.</i>      |
| 1. I am seeing.     | 1. We are seeing.   |
| 2. Thou art seeing. | 2. You are seeing.  |
| 3. He is seeing.    | 3. They are seeing. |

## IMPERFECT TENSE.

|                      |                      |
|----------------------|----------------------|
| 1. I was seeing.     | 1. We were seeing.   |
| 2. Thou wast seeing. | 2. You were seeing.  |
| 3. He was seeing.    | 3. They were seeing. |

## PERFECT TENSE.

|                           |                           |
|---------------------------|---------------------------|
| 1. I have been seeing.    | 1. We have been seeing.   |
| 2. Thou hast been seeing. | 2. You have been seeing.  |
| 3. He has been seeing.    | 3. They have been seeing. |

## PLUPERFECT TENSE.

|                            |                          |
|----------------------------|--------------------------|
| 1. I had been seeing.      | 1. We had been seeing.   |
| 2. Thou hadst been seeing. | 2. You had been seeing.  |
| 3. He had been seeing.     | 3. They had been seeing. |

## FIRST FUTURE TENSE.

|                                  |                                  |
|----------------------------------|----------------------------------|
| 1. I shall or will be seeing.    | 1. We shall or will be seeing.   |
| 2. Thou shalt or wilt be seeing. | 2. You shall or will be seeing.  |
| 3. He shall or will be seeing.   | 3. They shall or will be seeing. |

## SECOND FUTURE TENSE.

*Singular.**Plural.*

- |   |   |
|---|---|
| 1. I shall or will have been seeing.    | 1. We shall or will have been seeing.   |
| 2. Thou shalt or wilt have been seeing. | 2. You shall or will have been seeing.  |
| 3. He shall or will have been seeing.   | 3. They shall or will have been seeing. |

278. SUBJUNCTIVE MOOD (*regular form.*)

The Subjunctive mood (*regular form*) is the same as the Indicative mood, with a conjunction expressing doubt prefixed to every person and number of each tense; as, Present—*If I am seeing; If thou art seeing; If he is seeing; If we are seeing; If you are seeing; If they are seeing.*

Form all the tenses of the Subjunctive mood (*regular form*).

SUBJUNCTIVE MOOD (*subjunctive form.*)

## PRESENT TENSE.

*Singular.**Plural.*

- |                       |                       |
|-----------------------|-----------------------|
| 1. If I be seeing.    | 1. If we be seeing.   |
| 2. If thou be seeing. | 2. If you be seeing.  |
| 3. If he be seeing.   | 3. If they be seeing. |

## IMPERFECT TENSE.

- |                         |                         |
|-------------------------|-------------------------|
| 1. If I were seeing.    | 1. If we were seeing.   |
| 2. If thou wert seeing. | 2. If you were seeing.  |
| 3. If he were seeing.   | 3. If they were seeing. |

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## 279. POTENTIAL MOOD.

## PRESENT TENSE.

- |                          |                        |
|--------------------------|------------------------|
| 1. I may be seeing.      | 1. We may be seeing.   |
| 2. Thou mayst be seeing. | 2. You may be seeing.  |
| 3. He may be seeing.     | 3. They may be seeing. |

## PLUPERFECT TENSE.

- |                            |                          |
|----------------------------|--------------------------|
| 1. I might be seeing.      | 1. We might be seeing.   |
| 2. Thou mightst be seeing. | 2. You might be seeing.  |
| 3. He might be seeing.     | 3. They might be seeing. |

## PERFECT TENSE.

*Singular.**Plural.*

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. I may have been seeing.      | 1. We may have been seeing.   |
| 2. Thou mayst have been seeing. | 2. You may have been seeing.  |
| 3. He may have been seeing.     | 3. They may have been seeing. |

## PLUPERFECT TENSE.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1. I might have been seeing.      | 1. We might have been seeing.   |
| 2. Thou mightst have been seeing. | 2. You might have been seeing.  |
| 3. He might have been seeing.     | 3. They might have been seeing. |

## 280. IMPERATIVE MOOD.

## PRESENT TENSE.

- |   |   |
|---|---|
| 2. Be (thou) seeing, or Do thou<br>be seeing. | 2. Be (ye or you) seeing, or Do<br>you be seeing. |
|---|---|

## 281. PARTICIPLES.

| <i>Present.</i> | <i>Perfect.</i> | <i>Compound Perfect.</i> |
|-----------------|-----------------|--------------------------|
| Being seeing.   | Been seeing.    | Having been seeing.      |

Is the verb *to see*, conjugated as above, in the passive or active voice?

282. The verb *to see*, conjugated as above, is in the active voice; for its nominative performs the action expressed by it.

Can such verbs as *to write*, *to read*, *to speak*, &c., be conjugated in the passive voice.

283. Such verbs as *to write*, *to read*, *to speak*, &c., can be conjugated in the passive voice when compounded with a preposition; as, *I am WRITTEN to*, which means *something is written to me*.

Conjugate the verb *to write*, in the passive voice.

## 284. PRINCIPAL PARTS.

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Am written to.  | Was written to.   | Been written to.           |



## 285. INFINITIVE MOOD.

*Present.**Perfect.*

To be written to.

To have been written to.

## 286. INDICATIVE MOOD.

## PRESENT TENSE.

*Singular.**Plural.*

1. I am written to

1. We are written to.

2. Thou art written to.

2. You are written to.

3. He is written to.

3. They are written to.

## IMPERFECT TENSE.

1. I was written to.

1. We were written to.

2. Thou wast written to.

2. You were written to.

3. He was written to.

3. They were written to.

## PERFECT TENSE.

1. I have been written to.

1. We have been written to.

2. Thou hast been written to.

2. You have been written to.

3. He has been written to.

3. They have been written to.

## PLUPERFECT TENSE.

1. I had been written to.

1. We had been written to.

2. Thou hadst been written to.

2. You had been written to.

3. He had been written to.

3. They had been written to.

## FIRST FUTURE TENSE.

1. I shall or will be written to.

1. We shall or will be written to.

2. Thou shalt or wilt be written  
to.2. You shall or will be written  
to.3. He shall or will be written  
to.3. They shall or will be written  
to.

## SECOND FUTURE TENSE.

*Singular.**Plural.*

- |   |   |
|---|---|
| 1. I shall or will have been written to.    | 1. We shall or will have been written to.   |
| 2. Thou shalt or wilt have been written to. | 2. You shall or will have been written to.  |
| 3. He shall or will have been written to.   | 3. They shall or will have been written to. |

287. SUBJUNCTIVE MOOD (*regular form.*)

The Subjunctive mood (regular form) is the same as the Indicative mood, with a conjunction expressing doubt prefixed to every person and number of each tense; as, *If I am written to; If thou art written to, &c., &c.,*

Form all the tenses of the Subjunctive mood (regular form).

SUBJUNCTIVE MOOD (*subjunctive form.*)

## PRESENT TENSE.

- |                           |                           |
|---------------------------|---------------------------|
| 1. If I be written to.    | 1. If we be written to.   |
| 2. If thou be written to. | 2. If you be written to.  |
| 3. If he be written to.   | 3. If they be written to. |

## IMPERFECT TENSE.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. If I were written to.    | 1. If we were written to.   |
| 2. If thou wert written to. | 2. If you were written to.  |
| 3. If he were written to.   | 3. If they were written to. |

## 288. POTENTIAL MOOD.

## PRESENT TENSE.

- |                              |                            |
|------------------------------|----------------------------|
| 1. I may be written to.      | 1. We may be written to.   |
| 2. Thou mayst be written to. | 2. You may be written to.  |
| 3. He may be written to.     | 3. They may be written to. |

## IMPERFECT TENSE.

*Singular.**Plural.*

- |                                |                              |
|--------------------------------|------------------------------|
| 1. I might be written to.      | 1. We might be written to.   |
| 2. Thou mightst be written to. | 2. You might be written to.  |
| 3. He might be written to.     | 3. They might be written to. |

## PERFECT TENSE.

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1. I may have been written to.      | 1. We may have been written to.   |
| 2. Thou mayst have been written to. | 2. You may have been written to.  |
| 3. He may have been written to.     | 3. They may have been written to. |

## PLUPERFECT TENSE.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. I might have been written to.      | 1. We might have been written to.   |
| 2. Thou mightst have been written to. | 2. You might have been written to.  |
| 3. He might have been written to.     | 3. They might have been written to. |

## 289. IMPERATIVE MOOD.

## PRESENT TENSE.

- |  |  |
|--|--|
| 2. Be (thou) written to, or Do thou be written to. | 2. Be (ye or you) written to, or Do you be written to. |
|--|--|

## 290. PARTICIPLES.

*Present.**Perfect.**Compound Perfect.*

Being written to.

Been written to.

Having been written to.

## 291. LIST OF IRREGULAR VERBS.

(See 215, 259.)

| <i>Present.</i>                 | <i>Imperfect.</i>   | <i>Perfect Participle.</i> |
|---------------------------------|---------------------|----------------------------|
| Abide,                          | abode,              | abode.                     |
| Am,                             | was,                | been.                      |
| Arise,                          | arose,              | arisen.                    |
| Awake,                          | awoke or awaked,    | awaked.                    |
| Bear (to bring forth),          | bare or bore,       | born.                      |
| Bear (to carry),                | bore,               | borne.                     |
| Beat,                           | beat,               | beaten or beat.            |
| Begin,                          | began,              | begun.                     |
| Bend,                           | bent or bended,     | bent or bended.            |
| Bereave,                        | bereft or bereaved, | bereft or bereaved.        |
| Beseech,                        | besought,           | besought.                  |
| Bid,                            | bid, bade,          | bidden, bid.               |
| Bind,                           | bound,              | bound.                     |
| Bite,                           | bit,                | bitten or bit.             |
| Bleed,                          | bled,               | bled.                      |
| Blow,                           | blew,               | blown.                     |
| Break,                          | broke or brake,     | broken or broke.           |
| Breed,                          | bred,               | bred.                      |
| Bring,                          | brought,            | brought.                   |
| Build,                          | built or builded,   | built or builded.          |
| Burn,                           | burnt or burned,    | burnt or burned.           |
| Burst,                          | burst,              | burst.                     |
| Buy,                            | bought,             | bought.                    |
| Cast,                           | cast,               | cast.                      |
| Catch,                          | caught or catched,  | caught or catched.         |
| Chide,                          | chid,               | chidden, chid.             |
| Choose,                         | chose,              | chosen.                    |
| Cleave (to stick or<br>adhere), | cleaved or clave,   | cleaved.                   |
| Cleave (to split),              |                     |                            |
| Cling,                          | clung,              | clung.                     |
| Clothe,                         | clad or clothed,    | clad or clothed.           |
| Come,                           | came,               | come.                      |

| <i>Present.</i>    | <i>Imperfect.</i>  | <i>Perfect Participle.</i> |
|--------------------|--------------------|----------------------------|
| Cost,              | cost,              | cost.                      |
| Creep,             | crept,             | crept.                     |
| Crow,              | crew or crowed,    | crowed.                    |
| Cut,               | cut,               | cut.                       |
| Dare (to venture), | durst,             | dared.                     |
| Deal,              | dealt or dealed,   | dealt or dealed.           |
| Dig,               | dug or digged,     | dug or digged.             |
| Do,                | did,               | done.                      |
| Draw,              | drew,              | drawn.                     |
| Dream,             | dreamt or dreamed, | dreamt or dreamed.         |
| Drink,             | drank,             | drunk.                     |
| Drive,             | drove,             | driven.                    |
| Dwell              | dwelt or dwelled,  | dwelt or dwelled.          |
| Eat,               | eat or ate,        | eaten.                     |
| Fall,              | fell,              | fallen.                    |
| Feed,              | fed,               | fed.                       |
| Felt,              | felt,              | felt.                      |
| Fight,             | fought,            | fought.                    |
| Find,              | found              | found.                     |
| Flee,              | fled,              | fled.                      |
| Fling,             | flung,             | flung.                     |
| Fly (as a bird),   | flew,              | flown.                     |
| Forbear,           | forbore,           | forborne.                  |
| Forget,            | forgot,            | forgotten or forgot.       |
| Forsake,           | forsook,           | forsaken.                  |
| Freeze,            | froze,             | frozen.                    |
| Get,               | got,               | got or gotten.             |
| Gild,              | gilt or gilded,    | gilt or gilded.            |
| Gird,              | girt or girded,    | girt or girded.            |
| Give,              | gave,              | given.                     |
| Go,                | went,              | gone.                      |
| Grave,             | graved,            | graven or graved.          |
| Grind,             | ground,            | ground.                    |
| Grow,              | grew,              | grown.                     |
| Hang,              | hung or hanged,    | hung or hanged.            |
| Have,              | had,               | had.                       |

| <i>Present.</i>    | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|--------------------|-------------------|----------------------------|
| Hear,              | heard,            | heard.                     |
| Hew,               | hewed,            | hewn or hewed.             |
| Hide,              | hid,              | hidden or hid.             |
| Hit,               | hit,              | hit.                       |
| Hold,              | held,             | held.                      |
| Hurt,              | hurt,             | hurt.                      |
| Keep,              | kept,             | kept.                      |
| Kneel,             | knelt or kneeled, | knelt or kneeled.          |
| Knit,              | knit or knitted,  | knit or knitted.           |
| Know,              | knew,             | known.                     |
| Lade,              | laded,            | laden.                     |
| Lay,               | laid,             | laid.                      |
| Lead,              | led,              | led.                       |
| Leave,             | left,             | left.                      |
| Lend,              | lent,             | lent.                      |
| Let,               | let,              | let.                       |
| Lie (to lie down), | lay,              | lain.                      |
| Light,             | lit or lighted,   | lit or lighted.            |
| Load,              | loaded,           | laden or loaded.           |
| Lose,              | lost,             | lost.                      |
| Make,              | made,             | made.                      |
| Mean,              | meant,            | meant                      |
| Meet,              | met,              | met.                       |
| Mow,               | mowed,            | mown or mowed.             |
| Pay,               | paid,             | paid.                      |
| Put,               | put,              | put.                       |
| Quit,              | quit or quitted,  | quit or quitted.           |
| Read,              | read,             | read.                      |
| Reave,             | reft or reaved,   | reft.                      |
| Rend,              | rent.             | rent.                      |
| Rid,               | rid,              | rid.                       |
| Ride,              | rode or rid,      | ridden or rid.             |
| Ring,              | rung or rang,     | rung.                      |
| Rise,              | rose,             | risen.                     |
| Rive,              | rove or rived,    | riven.                     |
| Rot,               | rotted,           | rotten or rotted.          |

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Run,            | ran,              | run.                       |
| Saw,            | sawed,            | sawn or sawed.             |
| Say,            | said,             | said.                      |
| See,            | saw,              | seen.                      |
| Seek,           | sought,           | sought.                    |
| Seethe,         | sod or seethed,   | sodden or seethed.         |
| Sell,           | sold,             | sold.                      |
| Send,           | sent,             | sent.                      |
| Set,            | set,              | set.                       |
| Shake,          | shook,            | shaken.                    |
| Shape,          | shaped,           | shaped or shapen.          |
| Shave,          | shaved,           | shaved or shaven.          |
| Shear,          | sheared,          | shorn or sheared           |
| Shed,           | shed,             | shed.                      |
| Shine,          | shone or shined,  | shone or shined,           |
| Shoe,           | shod,             | shod.                      |
| Shoot,          | shot,             | shot.                      |
| Show,           | showed,           | shown or showed.           |
| Shred,          | shred,            | shred.                     |
| Shrink,         | shrunk or shrank, | shrunk.                    |
| Shut,           | shut,             | shut.                      |
| Sing,           | sung, sang,       | sung.                      |
| Sink,           | sunk, sank,       | sunk.                      |
| Sit,            | sat,              | sat.                       |
| Slay,           | slew,             | slain.                     |
| Sleep,          | slept,            | slept.                     |
| Slide,          | slid,             | slidden or slid.           |
| Sling,          | slung or slang,   | slung.                     |
| Slink,          | slunk,            | slunk.                     |
| Slit,           | slit,             | slit or slitted.           |
| Smite,          | smote,            | smitten.                   |
| Sow,            | sowed,            | sown or sowed.             |
| Speak,          | spoke or spake,   | spoken.                    |
| Speed,          | sped,             | sped.                      |
| Spell,          | spelt or spelled, | spelt or spelled.          |
| Spend,          | spent,            | spent.                     |



*Present.*

Spill,  
Spin,  
Spit,  
Split,  
Spread,  
Spring,  
Stand,  
Steal,  
Stick  
Sting,  
Stink,  
Stride,  
Strike,  
String,  
Strive,  
Strow or strew,  
Swear,  
Sweat,  
Swell,  
Sweep,  
Swim,  
Swing,  
Take,  
Teach,  
Tear,  
Tell,  
Think,  
Thrive,  
Throw,  
Thrust,  
Tread,  
Wax,  
Wear,  
Weave,  
Weep,  
Wet,

*Imperfect.*

spilt or spilled,  
spun or span,  
spit,  
split,  
spread,  
sprung, sprang,  
stood,  
stole,  
stuck,  
stung,  
stunk,  
strode or strid,  
struck,  
strung,  
strove,  
strowed or strewed,  
swore or sware,  
sweat or sweated,  
swelled,  
swept,  
swum, swam,  
swung or swang,  
took,  
taught,  
tore,  
told,  
thought,  
throve or thrived,  
threw,  
thrust,  
trod,  
waxed,  
wore,  
wove,  
wept,  
wet or wetted,

*Perfect Participle.*

spilt or spilled.  
spun.  
spit.  
split.  
spread.  
sprung.  
stood.  
stolen.  
stuck.  
stung.  
stunk.  
stridden or strid.  
struck or stricken.  
strung.  
striven.  
strown, strowed, or  
sworn. [strewed].  
sweat or sweated.  
swollen or swelled.  
swept.  
swum.  
swung.  
taken.  
taught.  
torn.  
told.  
thought.  
thriven or thrived.  
thrown.  
thrust.  
trodden or trod.  
waxed or waxen.  
worn.  
woven.  
wept.  
wet or wetted.

| <i>Present.</i> | <i>Imperfect.</i>  | <i>Perfect Participle.</i> |
|-----------------|--------------------|----------------------------|
| Win,            | won,               | won.                       |
| Wind,           | wound,             | wound.                     |
| Work,           | wrought or worked, | wrought or worked.         |
| Wont,           | wont or wonted,    | wont or wonted.            |
| Wring,          | wrung or wringed,  | wrung.                     |
| Write,          | wrote,             | written.                   |

Why are all the verbs in the above list said to be irregular?

291. The verbs in the above list are irregular, because their imperfect tense and perfect participle are not formed by adding *d* or *ed* to the present.

#### NEGATIVE FORM.

How is a verb conjugated negatively?

292. A verb is conjugated negatively by placing the adverb *not* after the first auxiliary; thus, *I do not love*; or after the verb; thus, *I love not*. The Infinitive and the Participles take the negative first; thus, *Not to love*; *not loving*; *not loved*; *not having loved*.

#### INTERROGATIVE FORM.

How is a verb conjugated interrogatively?

293. A verb is conjugated interrogatively by placing the nominative after the first auxiliary; thus, *Do I love?* or after the verb; thus, *Love I?*

#### NEGATIVE AND INTERROGATIVE FORM.

How is a verb conjugated negatively and interrogatively?

294. A verb is conjugated negatively and interrogatively by placing the nominative and the adverb *not* after the first auxiliary; thus, *Do I not love?* or after the verb; thus, *Love I not?*

MODEL OF THE FOUR FORMS—(*Active Voice.*)

| FORM.   | PRESENT TENSE.      | IMPERFECT TENSE.     | PERFECT TENSE.         | PLUPERFECT TENSE.     | FIRST FUTURE TENSE.    | SEC. FUTURE TENSE.       |
|---|---------------------|----------------------|------------------------|-----------------------|------------------------|--------------------------|
| <i>Affirmative</i> .....                              | To love.            |                      |                        |                       |                        |                          |
| <i>Negative</i> .....                                 | Not to love.        |                      |                        |                       |                        |                          |
| <b>295. INFINITIVE MOOD.</b>                          |                     |                      |                        |                       |                        |                          |
|   |                     |                      | To have loved.         |                       |                        |                          |
|   |                     |                      | Not to have loved.     |                       |                        |                          |
| <b>296. INDICATIVE MOOD.</b>                          |                     |                      |                        |                       |                        |                          |
| <i>Affirmative</i> ....                               | { I love.           | { I loved.           | { I have loved.        | { I had loved.        | { I shall love.        | { I shall have loved.    |
|   | { I do love.        | { I did love.        | { I have not loved.    | { I had not loved.    | { I shall not love.    | { I shall not have       |
| <i>Negative</i> .....                                 | { I loved not.      | { I did not love.    |                        |                       |                        | loved.                   |
|   | { I do not love.    |                      |                        |                       |                        |                          |
| <i>Interrogative</i>                                  | { Love I?           | { Loved I?           | { Have I loved?        | { Had I loved?        | { Shall I love? .      | { Shall I have loved?    |
|   | { Do I love?        | { Did I love?        |                        |                       |                        |                          |
|   | { Love I not?       | { Loved I not?       | { Have I not loved?    | { Had I not loved?    | { Shall I not love?    | { Shall I not have       |
| <i>Neg. and Int.</i>                                  | { Do I not love?    | { Did I not love?    |                        |                       |                        | loved?                   |
| <b>297. SUBJUNCTIVE MOOD — (<i>regular form.</i>)</b> |                     |                      |                        |                       |                        |                          |
| <i>Affirmative</i> ....                               | { If I love.        | { If I loved.        | { If I have loved.     | { If I had loved.     | { If I shall love.     | { If I shall have loved. |
|   | { If I do love.     | { If I did love.     |                        |                       |                        |                          |
| <i>Negative</i> .....                                 | { If I love not.    | { If I loved not.    | { If I have not loved. | { If I had not loved. | { If I shall not love. | { If I shall not have    |
|   | { If I do not love. | { If I did not love. |                        |                       |                        | loved.                   |

The Subjunctive has no interrogative form.

MODEL OF THE FOUR FORMS (*Active Voice*)—CONTINUED.

| FORM.                                     | PRESENT TENSE.  | IMPERFECT TENSE.  | PERFECT TENSE.        | PLUPERFECT TENSE.       | FIRST FUTURE TENSE.      | SEC. FUTURE TENSE. |
|---|-----------------|-------------------|-----------------------|-------------------------|--------------------------|--------------------|
| <b>298. POTENTIAL MOOD.</b>               |                 |                   |                       |                         |                          |                    |
| <i>Affirmative</i> ....                   | I may love.     | I might love.     | I may have loved.     | I might have loved.     | .....                    | .....              |
| <i>Negative</i> .....                     | I may not love. | I might not love. | I may not have loved. | I might not have loved. | .....                    | .....              |
| <i>Interrogative</i>                      | May I love?     | Might I love?     | May I have loved?     | Might I have loved?     | .....                    | .....              |
| <i>Neg. and Ind.</i>                      | May I not love? | Might I not love? | May I not have loved? | Might I not have loved? | .....                    | .....              |
| <b>299. IMPERATIVE MOOD.</b>              |                 |                   |                       |                         |                          |                    |
| <i>Affirmative</i> ..                     | { Love.         | .....             | .....                 | .....                   | .....                    | .....              |
|   | { Do love.      | .....             | .....                 | .....                   | .....                    | .....              |
| <i>Negative</i> .....                     | { Love not.     | .....             | .....                 | .....                   | .....                    | .....              |
|   | { Do not love.  | .....             | .....                 | .....                   | .....                    | .....              |
| The Imperative has no interrogative form. |                 |                   |                       |                         |                          |                    |
| <b>300. PARTICIPLES.</b>                  |                 |                   |                       |                         |                          |                    |
| <i>Affirmative</i> ..                     | Loving.         | .....             | .....                 | .....                   | .....                    | .....              |
| <i>Negative</i> .....                     | Not loving.     | .....             | Loved.                | .....                   | .....                    | .....              |
|   |                 | .....             | Not loved.            | .....                   | .....                    | .....              |
|   |                 |                   |                       |                         | <i>Compound Perfect.</i> |                    |
|   |                 |                   |                       |                         | Having loved.            | .....              |
|   |                 |                   |                       |                         | Not having loved.        | .....              |

Conjugate the verb *to love* in the four forms, through all its persons and numbers.

# MODEL OF THE FOUR FORMS (*Passive Voice*).

| FORM.   | PRESENT TENSE.     | IMPERFECT TENSE.    | PERFECT TENSE.            | PLUPERFECT TENSE.        | FIRST FUTURE TENSE.      | SEC. FUTURE TENSE.              |
|---|--------------------|---------------------|---------------------------|--------------------------|--------------------------|---------------------------------|
| <b>301. INFINITIVE MOOD.</b>                        |                    |                     |                           |                          |                          |                                 |
| <i>Affirmative</i> .....                            | To be loved.       | .....               | To have been loved.       | .....                    | .....                    | .....                           |
| <i>Negative</i> .....                               | Not to be loved.   | .....               | Not to have been loved.   | .....                    | .....                    | .....                           |
| <b>302. INDICATIVE MOOD.</b>                        |                    |                     |                           |                          |                          |                                 |
| <i>Affirmative</i> ...                              | I am loved.        | I was loved.        | I have been loved.        | I had been loved.        | I shall be loved.        | I shall have been loved.        |
| <i>Negative</i> .....                               | I am not loved.    | I was not loved.    | I have not been loved.    | I had not been loved.    | I shall not be loved.    | I shall not have been loved.    |
| <i>Interrogative</i>                                | Am I loved?        | Was I loved?        | Have I been loved?        | Had I been loved?        | Shall I be loved?        | Shall I have been loved?        |
| <i>Neg. and Int.</i>                                | Am I not loved?    | Was I not loved?    | Have I not been loved?    | Had I not been loved?    | Shall I not be loved?    | Shall I not have been loved?    |
| <b>303. SUBJUNCTIVE MOOD (<i>regular form</i>).</b> |                    |                     |                           |                          |                          |                                 |
| <i>Affirmative</i> ...                              | If I am loved.     | If I was loved.     | If I have been loved.     | If I had been loved.     | If I shall be loved.     | If I shall have been loved.     |
| <i>Negative</i> .....                               | If I am not loved. | If I was not loved. | If I have not been loved. | If I had not been loved. | If I shall not be loved. | If I shall not have been loved. |

MODEL OF THE FOUR FORMS (*Passive Voice*)—CONTINUED.

| FORM.                        | PRESENT TENSE.      | IMPERFECT TENSE.      | PERFECT TENSE.             | PLUPERFECT TENSE.            | FIRST FUTURE TENSE.                     | SEC. FUTURE TENSE. |
|------------------------------|---------------------|-----------------------|----------------------------|------------------------------|---|--------------------|
| <b>304. POTENTIAL MOOD.</b>  |                     |                       |                            |                              |   |                    |
| <i>Affirmative...</i>        | I may be loved.     | I might be loved.     | I may have been loved.     | I might have been loved.     | .....                                   | .....              |
| <i>Negative.....</i>         | I may not be loved. | I might not be loved. | I may not have been loved. | I might not have been loved. | .....                                   | .....              |
| <i>Interrogative</i>         | May I be loved?     | Might I be loved?     | May I have been loved?     | Might I have been loved?     | .....                                   | .....              |
| <i>Neg. and Ind.</i>         | May I not be loved? | Might I not be loved? | May I not have been loved? | Might I not have been loved? | .....                                   | .....              |
| <b>305. IMPERATIVE MOOD.</b> |                     |                       |                            |                              |   |                    |
| <i>Affirmative...</i>        | { Be loved.         | .....                 | .....                      | .....                        | .....                                   | .....              |
|                              | { Do be loved.      | .....                 | .....                      | .....                        | .....                                   | .....              |
| <i>Negative.....</i>         | { Be not loved.     | .....                 | .....                      | .....                        | .....                                   | .....              |
|                              | { Do not be loved.  | .....                 | .....                      | .....                        | .....                                   | .....              |
| <b>306. PARTICIPLES.</b>     |                     |                       |                            |                              |   |                    |
| <i>Affirmative...</i>        | Being loved.        | .....                 | Been loved.                | .....                        | Compound Perfect.<br>Having been loved. | .....              |
| <i>Negative.....</i>         | Not being loved.    | .....                 | Not been loved.            | .....                        | Not having been loved.                  | .....              |

## IMPERSONAL VERBS.

What is an Impersonal verb ?

**307.** An impersonal verb is one used only in the third person singular, with the pronoun *it* for its nominative ; as, *It rains, it snows, &c.*

## DEFECTIVE VERBS.

What is a defective verb ?

**308.** A defective verb is one that is wanting in some mood or tense. The defective verbs are :

| <i>Present.</i> | <i>Imperfect.</i> | <i>Pres. Participle.</i> | <i>Perf. Participle.</i> |
|-----------------|-------------------|--------------------------|--------------------------|
| Beware.         | _____             | _____                    | _____                    |
| Can,            | could.            | _____                    | _____                    |
| May,            | might.            | _____                    | _____                    |
| Must,           | must.             | _____                    | _____                    |
| Shall,          | should.           | _____                    | _____                    |
| Will,           | would.            | _____                    | _____                    |
| Ought,          | ought.            | _____                    | _____                    |
| Quoth,          | quoth.            | _____                    | _____                    |
| Hark.           | _____             | _____                    | _____                    |

## ADVERBS.

What is an Adverb ?

**309.** An adverb is a word used to qualify or determine verbs, participles, adjectives, or other adverbs ; as, *He writes* ADMIRABLY ; *A WELL written letter* ; *She is* VERY *good* ; *A VERY WELL written letter.*

How are adverbs classified ?

**310.** Adverbs are classified, according to their signification, into numerous classes ; the principal of which are :



1st. Adverbs of manner or quality ; as, *Well, very, truly, wisely, quickly, &c.* A great many adverbs of quality are formed by adding *ly* to an adjective or participle ; as, *Wise, wisely* ; or by changing *le* into *ly*, as, *Amiable, amiably*.

2d. Of place ; as, *Here, there, whence, somewhere, forward, backward, &c.*

3d. Of time ; as, *Now, to-day, yesterday, before, lately, to-morrow, hereafter, afterwards, &c.*

4th. Of number ; as, *Once, twice, thrice, first, secondly, thirdly, fourthly, &c.*

5th. Of quantity ; as, *Much, little, enough, more, &c.*

6th. Of affirmation ; as, *Yes, verily, certainly, really, &c.*

7th. Of negation ; as, *No, nay, not at all, by no means, &c.*

8th. Of doubt ; as, *Perhaps, possibly, perchance, &c.*

9th. Of interrogation ; as, *How, why, wherefore, whether, &c.*


Are adverbs susceptible of comparison ?

311. Yes ; many adverbs can be compared ; as, *Soon, sooner, soonest.* Those ending in *ly* prefix *more* and *most* ; as *Happily, more happily, most happily*.

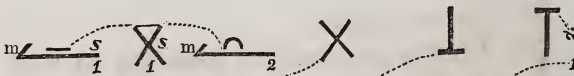
What is an adverbial phrase ?

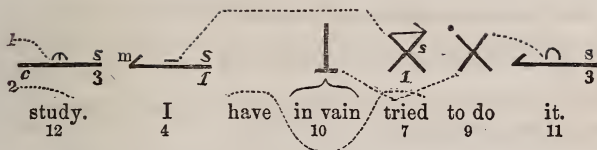
312. Several words used together, and performing the office of an adverb, are called an adverbial phrase ; as, *I will BY NO MEANS do it.*

By what symbol are adverbs represented ?

313. Adverbs are represented by a perpendicular line, with a short horizontal line at the bottom ; thus 

Parse the articles, nouns, adjectives, pronouns, verbs, and adverbs, thus :

314.   
 I wish you to apply carefully to this  
 4 7 11 9 10 2



Or the adverbs, thus :

**315.** To apply *carefully*. “Carefully” is an adverb, and belongs to the verb “to apply.” Rule X.

Have tried *in vain*. “In vain” is an adverbial phrase, and belongs to the verb “have tried.” Rule X.

### 316. EXERCISE.

1. She has taken so much medicine, that she has ruined her constitution.—2. Tell your children to behave better hereafter.—3. If you have committed a fault, and sincerely repent, you may hope to be forgiven; for the Christian religion has made sisters of innocence and repentance.—4. His servant said that he was not at home; but I really think I saw him at the dining-room window.—5. How dreadful are the effects of civil war!—6. How painful to see brothers fighting against one another!—7. We often resolve, but seldom perform.

## PREPOSITIONS.

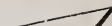
What is a Preposition?

**317.** A preposition is a word placed before a noun or pronoun to show its relation to some other word; as, *The table is BEFORE the window.*

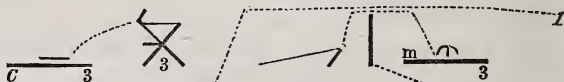
Give a list of the principal prepositions.

**318.** About, above, across, after, against, among, at, around, amidst, along, before, behind, below, beneath, beside, between, betwixt, beyond, by, concerning, down, during, except, excepting, for, from, in, into, near, of, off, over, on, round, to, through, throughout, toward, touching, up, under, upon, with, without.

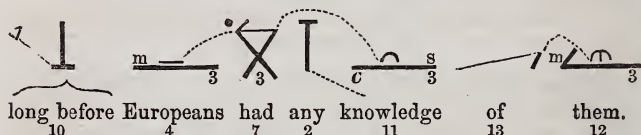
By what symbol are prepositions represented?

319. Prepositions are represented by 

Parse the articles, nouns, adjectives, pronouns, verbs, participles, adverbs, and prepositions, thus:



320. Fire-arms were invented by the Chinese,



Or the prepositions, thus:

321. Were invented *by* the Chinese. "By" is a preposition, and shows the relation of the noun which follows it, "Chinese," to the verb "were invented." Rule XIII.

### 322. EXERCISE.

1. The earth is a mere point, compared with the rest of the universe.—2. Do not make your friends uneasy, until you have sufficient reason for doing so.—3. Keep silence until you are sure of the correctness of your opinion.

## CONJUNCTIONS.

What is a Conjunction?

323. A conjunction is a word used to connect words or clauses; as, *Mary AND Jane sang a duet, BUT it was not much admired.*

How are conjunctions divided?

**324.** Conjunctions are divided into copulative and disjunctive.

What do the Copulative express?

**325.** The copulative express addition, cause, or explanation; as, *He AND his brother reside in London; He is loved BECAUSE he is good.*

What do the Disjunctive express?

**326.** The disjunctive express contrast or opposition; as, *Be not overcome with evil, BUT overcome evil with good.*


Give a list of the principal copulatives.

**327.** The principal copulatives are: *And, both, as, far, because, if, that.*

Give a list of the principal disjunctives.

**328.** The principal disjunctives are: *Or, nor, either, neither, though, although, than, yet, but, whether, lest, unless, save.*

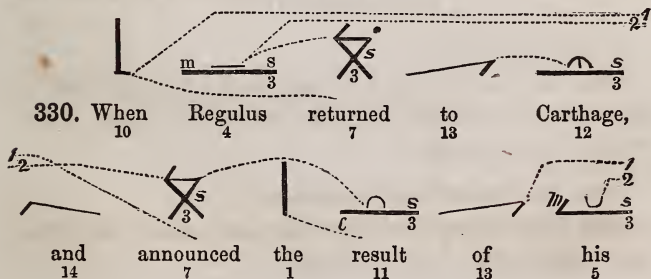
By what symbol are conjunctions represented?

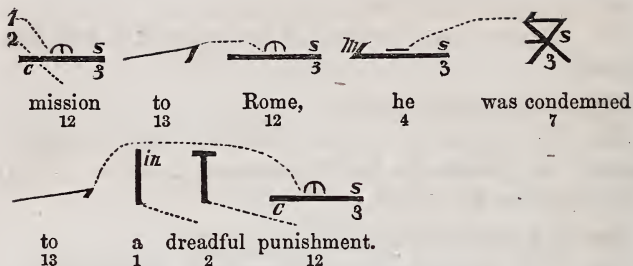
**329.** Conjunctions are represented by 

Parse the articles, nouns, adjectives, pronouns, verbs, participles, adverbs, prepositions, and conjunctions, thus:

**330.** When <sup>10</sup> Regulus <sup>4</sup> returned <sup>7</sup> to <sup>13</sup> Carthage, <sup>12</sup>

and <sup>14</sup> announced <sup>7</sup> the <sup>1</sup> result <sup>11</sup> of <sup>13</sup> his <sup>5</sup>





Or the conjunctions, thus :

**331.** *Regulus, &c., and* announced, &c. “And” is a conjunction, and connects the clause ending with “Carthage” with that commencing with “Regulus,” understood. Rule XIV.

### 332. EXERCISE.

1. I will reward him and them at some future time.—2. Go with him and with her, and do not return without them.—3. A good scholar never mutters, nor disobeys his instructor.—4. I have left them for him, but not for her.—5. Your brothers did not know that I was behind them.—6. I believe that you write as well as she.—9. John rises early in the morning and pursues his studies.

### INTERJECTIONS.

What is an Interjection ?

**333.** An interjection is a word used to express sudden emotions of the mind ; as, OH ! *what will become of me !*  
ALAS ! *I fear for life !*

Give a list of the principal interjections.

**334.** The principal interjections are : *Alas ! Ah ! Oh ! Ho ! Hem ! Poh ! Ey ! Pshaw !*

By what symbol are interjections represented ?

**335.** Interjections are represented by !

Parse all the parts of speech, thus :



**336.** Ob! how dreadful to feel remorse.  
15 10 2 9 11

Or the interjections, thus :

**337.** "Oh!" is an interjection, and has no dependence on any other word. Rule XV.

### 338. EXERCISE.

1. Alas! my only hope is now in death. — 2. Fy! how can you think of such a thing? — 3. Hem! it may be so, but I much fear you are mistaken.

### 339. GENERAL EXERCISE.

Parse the following sentences.

1. Some historians say that Hannibal committed a great fault in leading his army to Capua, where it became effeminate ; but let us consider that the soldiers were enriched with so many victories, and that any other town would have been Capua to them. — 2. Alexander, who commanded his own subjects, took, on a similar occasion, a determination which Hannibal, who had mercenary troops, could not adopt. He set fire to the baggage of his soldiers, and burned all their riches with his own. — 3. Before the Punic wars the Romans had no knowledge of navigation ; until then all their battles had taken place upon land. A Carthaginian galley went ashore on their coasts ; they made use of it as a model to build others : in three months their sailors were trained ; their fleet was constructed and equipped ; it put to sea ; met that of the Carthaginians, and conquered it, powerful as it was. — 4. It is better to expose ourselves to ingratitude than to fail in helping distress. — 5. Never promise to do a thing without being sure of performing your engagement. —

6. Obstinacy and Folly are sisters: both proceed from littleness of mind.—7. Some people have such a habit of deceiving that at last they deceive themselves.—8. Such as flatter you in this manner will probably slander you behind your back.—9. Our distrust often excites the deceitfulness of others.—10. There are few minds strong enough to resist the poison of flattery.—11. Many men live as if they were never to die; they ought to consider that it is the only certain event that they are to expect.—12. Do not believe that you can improve without labor and attention.



## SYNTAX.

What is Syntax?

**340.** Syntax is that part of grammar which treats of the agreement, government, and of the arrangement of words into sentences.

What is a sentence?

**341.** A sentence is an assemblage of words forming a complete sense; as, *Grapes are refreshing.*

What is a simple sentence?

**342.** A simple sentence is one that consists of but one subject and one finite verb; as, *Almost every man has some hobby.*

What is a compound sentence?

**343.** A compound sentence is one that consists of two or more simple sentences; as, *Charles reads, and John listens.*

What is a phrase?

**344.** A phrase or clause is two or more words rightly put together, and not making a complete sentence; as, *When he comes.*

What is meant by agreement?

**345.** Agreement is the concord of one word with another in gender, person, number, or case.

What is meant by government?

**346.** Government is the power which one part of speech has of denoting the mood, tense, person, number, or case of another.

## 347. GENERAL VIEW OF THE RULES OF SYNTAX.

RULE I.—*An article* belongs to the noun which it limits, or which it announces as limited.

RULE II.—*Every adjective* belongs to a noun or pronoun expressed or understood.

RULE III.—*A pronoun* must agree in gender, person, and number with the noun for which it stands.

RULE IV.—*The subject* of a verb is nominative to it.

RULE V.—*A noun or pronoun* in the possessive case is governed by the noun which it possesses.

RULE VI.—*A noun or pronoun*, in apposition with another, agrees with it in case.

RULE VII.—*A verb* agrees with its subject or nominative in person and number.

RULE VIII.—*Participles* belong to nouns or pronouns.

RULE IX.—*The infinitive mood* is governed by the verb, noun, or pronoun upon which it depends.

RULE X.—*An adverb* belongs to the verb, participle, adjective, or other adverb which it qualifies or determines.

RULE XI.—*A transitive verb* in the active voice, or its participle, governs the objective case.

RULE XII.—*A preposition* governs the objective case.

RULE XIII.—*A preposition* shows the relation of the noun or pronoun which follows it to some other word in the sentence.

RULE XIV.—*A conjunction* connects words or clauses.

RULE XV.—*An interjection* has no dependence upon any other word.

## ARTICLES.

## RULE I.

What is the Rule for the Article?

**348.** An article belongs to the noun which it limits, or announces as limited; as, *The man; A book.*

## OBSERVATIONS.

Are articles always joined to nouns?

**349.** Definite articles often relate to nouns understood; as, *The Old (Testament) and the New Testament; The good (men) are happier than the wicked (men).*

Where should articles be placed?

**350.** Articles should be placed before the nouns to which they relate; as, *The man; a man.*

**351.** If an adjective precede the noun, the article should be placed before it; as, *The good man; a good man.*

**352.** *All, such, many, what, both, half,* and adjectives preceded by *too, so, as, or how,* require the article between them and the noun; as, *All the stars; such a man; many a time; too long a voyage; as good a man.*

When should *the* be used, and when omitted?

**353.** *The* should be used when definite individuals or things are referred to; as, *THE book which lies on my table; THE laborers that are out of work.*

**354.** *The* is often prefixed to comparatives and superlatives, to mark the degree more strongly; as, *THE more I say to him THE less he does.*

355. *The* is sometimes used for the possessive; as, *Look at me full in THE face; he fell, shot through THE heart.*

356. *The* should be omitted when individuals or things are referred to in general; as, *Books were formerly too expensive for poor people to read much.*

357. *The* should be omitted before proper nouns; as, *President Pierce; General Scott.*

358. When two or more adjectives qualify the same noun, the article, whether definite or indefinite, should be used before the first only; as, *THE red and green carpet.* But if separate nouns be referred to, the article should be repeated before each; as, *A red and A green carpet.*

When should the word *a* or *an* be used, and when omitted?

359. *A* or *an* should be used when a single but indefinite individual or object is referred to; as, *I saw A boy with A book in his hand; George is A carpenter.*

360. *A* is used before *little* and *few* when the meaning is positive; as, *He has still A few friends and A little money.*

361. *A* is omitted before *little* and *few* when the meaning is negative; as, *He has few friends and little money.*

362. *A* or *an* sometimes stands for *each* or *every*; as, *He recites twice A day.*

363. *A* or *an* never stands before a plural word, though they sometimes convey an idea of plurality; as, *A thousand men; A few things.*

364. *A* or *an* sometimes indicates a kind or a class; as, *A bad boy should be punished; A serpent is venomous.*

## 365. EXERCISE.

\* Correct the following, and parse all the articles :

1. The farmers generally enjoy better health than the other men.
- 2. The General Pierce is now President of the United States.—
3. The boys that have recited may go; the rest may remain.—
4. He died by the hand of a murderer.— 5. He died by the hand of a sheriff.— 6. Can you play on the piano? No; but I can play on a flute.

## ADJECTIVES.

## RULE II.

What is the Rule for the Adjective ?

**366.** Every adjective belongs to a noun or pronoun, expressed or understood ; as, *The GOOD (persons) in distress are happier than the WICKED (persons) in prosperity.*

## OBSERVATIONS.

Do adjectives belong to nouns and pronouns only ?

**367.** Adjectives may also belong to phrases or sentences ; as, *To speak ill of one's neighbor is WRONG.*

**368.** When an adjective follows a verb, it generally belongs to the subject of the verb ; as, *My house will be painted WHITE.*

What remarks are made on the degrees of comparison ?

**369.** The comparative degree refers only to two individuals or objects, or to two classes of persons or things ;

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\* In order better to test the knowledge of the pupil, some of these exercises will be written correctly.

as, *John is wiser than Charles.* But the superlative refers to two or more; as, *John is the wisest of my scholars.*

**370.** Double comparatives and superlatives should be avoided; as, *This is the UNKINDEST cut of all;* not *the MOST UNKINDEST.*

**371.** Adjectives that express a quality incapable of increase or diminution cannot be compared; as, *Give me a ROUND stone.*

What remarks are made upon adjectives expressing number?

**372.** Adjectives expressive of plurality can only be used with plural nouns; thus, *Twenty pounds;* not *Twenty pound.*

**373.** A singular adjective often precedes a plural one to express a collective number; as, *One hundred men.*

### 374. EXERCISE.

Correct the following, and parse the adjectives:

1. There cannot be more pleasanter weather than this.—2. He bought four pound of butter.—3. They ride more faster than we.—4. This is the flattest table in the room.—5. Give me the roundest stone you can find.—6. This lady is by far the most handsomest.—7. He is the amiablest man I know.—8. Your son is the most troublesome boy in school; he is much worsen than he used to be.—9. My son is two year old.

## PRONOUNS.

### RULE III.

What is the Rule for the Pronoun?

**375.** A pronoun must agree in number, gender, and person with the noun for which it stands; as, *JOHN will speak to MARY, for HE will see HER.*



## OBSERVATIONS.

How are pronouns divided?

**376.** Pronouns are divided into Personal, Relative, Interrogative, and Adjective.

## PERSONAL PRONOUNS.

Do pronouns always agree in gender, person, and number with the nouns for which they stand?

**377.** That rule, though nearly general, has some exceptions; the principal of which are:

1st. The plural *we* is sometimes used for the singular *I*, by *sovereigns, editors, reviewers, &c.*

2d. The plural *you* is almost always used for the singular *thou*.

3d. The neuter *it* is sometimes used for the masculine or feminine, *he* or *she*, when referring to very young children or small animals.

4th. The masculine *he* and the feminine *she* are sometimes used for the neuter *it*, when standing for nouns to which gender has been given by personification.

What should be the number and person of a pronoun, if it stands for two or more singular nouns or pronouns connected by *and*?

**378.** If a pronoun stands for two or more singular nouns or pronouns connected by *and*, it should be in the plural number; as, *Lewis AND Henry will see THEIR mother*; and if the antecedents be of different persons, it should agree with the first rather than the second, and with the second rather than the third; as, *You AND I will see OUR mother*; *You AND he will see YOUR mother*.

What should be the number of a pronoun, if it has two or more singular antecedents, of the same gender and person, connected by *or* or *nor*?

**379.** If a pronoun has two or more singular antecedents



of the same gender and person connected by *or* or *nor*, it stands but for one of them, and it should be in the singular number; as, *Lewis OR Henry will lend me HIS book; neither Mary NOR Lucy would lend me HER book.*

What should be the gender, person, and number of a pronoun, if it has two or more antecedents of different genders, persons, or numbers, connected by *or* or *nor*?

**380.** No pronoun can represent an antecedent to which it is not applicable in gender, person, and number; if, therefore, the antecedents connected by *or* or *nor* be of different genders, persons, or numbers, each of them must be separately represented by an appropriate pronoun; as, *Lewis OR Mary will lend me HIS or HER book; You OR he will lend me YOUR or HIS book.*

Are not singular antecedents, connected by *or* or *nor*, sometimes represented by a plural pronoun?

**381.** If singular antecedents, though connected by *or* or *nor*, be referred to collectively, the pronoun should be plural; and if they be of different persons, it should agree with the first rather than with the second, and with the second rather than with the third; as, *You OR your sister must ask him to YOUR house.*

What should be the gender, person, and number of a pronoun, if it refers to two or more antecedents, which are not in the same clause with itself?

**382.** If a pronoun is not in the same clause with its antecedents, it may, without regard to the conjunction which connects the antecedents, agree according to the sense with either or with all; as, *John AND his sister will go to town, for SHE wants a new bonnet, and HE wants a new hat; He OR his partner will assist me, for THEY were friends of my father.*

In what number should a pronoun be, when standing for a collective noun?

**383.** If a pronoun stand for a collective noun, and the sense implies unity, the pronoun should be singular; as, *The ARMY will resume ITS march.* But if the sense does not imply unity, the pronoun should be plural; as, *The ARMY will receive THEIR pay.*

In what gender, person, and number should a pronoun be, when standing for a phrase or a sentence?

**384.** When a pronoun stands for a phrase or a sentence, it should be in the neuter gender, third person, singular; as, *She is very pretty, and knows IT too well.*

### 385. EXERCISE.

Correct the following, and parse the pronouns:

1. John and Charles have lost his grammar.—2. You and I have broken my carriage.—3. The bride or the bridegroom will invite me to his wedding.—4. He and I will see him this evening, and I will give it to him.—5. She or I will speak to your mother, but I shall not tell her of it.—6. Our regiment was the first to enter the city and to plant their standard on the ramparts.—7. After eating its breakfast our regiment started.

### RELATIVE PRONOUNS.

May a relative pronoun ever be omitted?

**386.** In familiar conversation, the relative pronoun in the objective case is frequently understood; as, *The book (which) I read is interesting;* but in the nominative case it can never be omitted.

To what do *who* and *which* relate?

**387.** *Who* relates to persons, and *which* to animals or things; as, *This is the woman WHO spoke to you of the house WHICH is burned.*

388. *Who* relates so exclusively to persons, that such nouns as *Army, crowd, company, &c.*, require *which* for their relative; as, *The army WHICH was beaten yesterday was composed of troops WHICH were sent from England last summer; The company in WHICH he lives.*

389. If persons are directly and positively alluded to, *who* should be used; as, *The soldiers WHO were sent from England; The people with WHOM he lives; The friend WHO spoke to him, &c.*

When and in what way should *that* be used?

390. *That*, when a relative pronoun, is used for *who* and *which*, in the following cases:

1st. After a superlative; as, *He is the best boy THAT I have in my class.*

2d. After an antecedent consisting of two words, one of which requires *who*, and the other *which*; *The man and the horse THAT you see yonder.*

3d. After the word *who*; as, *Who THAT knows him would have believed it?*

Where should relative pronouns be placed?

391. Relative pronouns should be placed as near as possible to their antecedents; as, *A man WHO has a good conscience feels happy*: not, *A man feels happy WHO has a good conscience.*

What is remarked of the compound relative pronouns?

392. Compound relative pronouns include their antecedent within themselves; as, *WHOEVER will ask for it; i. e., ANY ONE THAT will, &c.*

What is the difference between *whichever, whatever, and what*?

393. *Whichever* relates to things in particular, and implies choice; as, *You may take WHICHEVER you please; i. e., either of these two, or one or more of these many.*

394. *Whatever* relates to things in general; as, *You may take* **WHATEVER** *you please*; i. e., *anything or everything that you please.*

395. *What* stands for *that which* or *the one which*, *the thing or things which*; as, *You may take* **WHAT** *you please*; i. e., *The thing or things that you please.*

### 396. EXERCISE.

Correct the following, and parse the pronouns:

1. Mary and Louisa will come this evening, and she will remain until to-morrow night.—2. Farmer B. and his wife invited me to his son's wedding.—3. Ask James and Lewis whether they will lend me his book.—4. The jury remained closeted for two days, but they could not agree.—5. On the third day, the jury rendered their verdict.—6. This is the very man who I wanted to see.—7. Allow me to introduce to your lordship the young man of which I spoke in my last.—8. The book you have is mine.—9. The troops with whom we were engaged were defeated.—10. The workmen which had been paid retired; but those which had not received their salary became riotous.—11. She is the sweetest girl whom I ever knew.—12. The boy and dog which you met are here.—13. A young man is sure to succeed in life, who is laborious, honest, and moral.—14. Whichever books you desire to read, I shall purchase.—15. What volume have you? The first.—16. Who do you speak to? My friend.—17. Which books do you want me to bring from town? Three dozens of Mitchell's Geography.—18. Whom did I say should go?

### NOMINATIVES.

#### RULE IV.

What is the Rule for the Nominative?

397. The subject of a verb is nominative to it; as, *I speak to him.*



Where should the nominative case be placed ?

**404.** The nominative case should precede the verb, except in the following cases :

1. In asking a question ; as, *Do I speak? Does JOHN speak? Speak YOU to me?*

2. With the imperative mood ; as, *Come THOU to me.*

3. In expressing a wish ; as, *May YOU live to see it; Long live KING JAMES!*

4. When the verb is preceded by the adverbs *here, there, then, thence, hence, thus, &c.* ; as, *Here am I; Then will HE repent.*

5. In making quotations ; as, "*Remember,*" said the JUDGE, "*your words are noted.*"

#### 405. EXERCISE.

Correct the following, and parse the words in the nominative case :

1. Whom gave it to you ? Him.—2. Him and her are of the same age.—3. They and us will take a walk.—4. He walks faster than us.—5. Who is that ? It is I.—6. Went to see you this morning, but did not find you at home.—7. I am very sorry that you have a cold ; hope you will soon recover.

#### POSSESSIVE CASE.

##### RULE V.

What is the Rule for the Possessive Case ?

**406.** A noun or pronoun in the possessive case is governed by the noun which it possesses ; as, *My FATHER'S cane.*

#### OBSERVATIONS.

What remarks are made with regard to the possessive case ?

**407.** The word which governs the possessive case is sometimes understood ; as, *He called at his FATHER'S (house).*



408. If two or more nouns in the possessive case denote joint owners, the sign of the possessive should be added only to that which immediately precedes the governing word; as, JOHN *and* MARY'S *father*. But if the nouns denote separate owners of different things, the sign of the possessive should be added to each; as, JOHN'S, THOMAS', *and* WILLIAM'S *hats*.

409. The relation of property may also be expressed by the preposition *of*; as, *The book of my brother*. For inanimate objects this form is preferable.

#### 410. EXERCISE.

Correct the following, and parse the words in the possessive case:

1. John and William's caps were lost.—2. My ancestors virtue is not mine.—3. A man's manners frequently influence his fortune.—4. Peter's, John's, and Andrew's master was the despised Nazarene.

#### APPOSITION.

##### RULE VI.

What is the Rule for Apposition?

411. A noun or pronoun in apposition with another agrees with it in case; as, *Smith, the CARPENTER, has come*.

#### OBSERVATIONS.

When is a noun or pronoun in apposition?

412. A noun or pronoun is in apposition when it is added to another noun or pronoun as an explanatory term, or to give emphasis; as, *Charles, KING of England; John, the COOPER; I, even I, did it*.



Mention the principal occasions of apposition.

**413.** 1st. Nouns and pronouns are put in apposition as explanatory terms ; as, *Macauley, the HISTORIAN* ; *Give me the book, the GRAMMAR*.

2d. Proper nouns are appended to common nouns ; as, *Lake ONTARIO* ; *The River OHIO*.

3d. Titles are appended to proper nouns ; as, *GENERAL Pierce* ; *DR. Johnson*.

4th. Personal pronouns are put in apposition with nouns to determine the person ; as, *I, Victoria, QUEEN of England*.

5th. A noun or pronoun may be put in apposition with a phrase or a sentence ; as, *He had never been known to utter a falsehood ; a FACT which greatly influenced the jury*.

Why does a noun or pronoun, used after the verb *to be*, agree in case with the noun or pronoun before the verb ?

**414.** A noun or pronoun used after the verb *to be* is in apposition with the noun or pronoun before the verb, and should agree with it in case ; as, *It was I who did it ; I found him to be a sick MAN*.

Do any other verbs besides *to be* take the same case after as before them ?

**415.** Intransitive verbs and transitive verbs in the passive voice take the same case after as before them, when both words refer to the same thing ; as, *The boy became a MAN* ; *I was named WILLIAM*.

How do nouns in apposition form the plural ?

**416.** 1st. Nouns in apposition are generally both made plural ; as, *Give me the books, the GRAMMARS*.

2d. When a proper noun is put in apposition with a

common noun, the common noun only is made plural; as, *There are not two Ohio RIVERS.*

3d. When a title is appended to a proper noun, the title only is made plural; as, *The MISSES Peter: The DOCTORS Peter.\**

If nouns in apposition be in the possessive case, which of them takes the sign of the possessive?

417. When one or more nouns are in apposition with a noun in the possessive case, and the governing word is understood, the sign of the possessive is added to the first only; as, *Go to John's, the CARPENTER and JOINER.* But if the governing word is not omitted, the idea of possession is expressed by the preposition *of*; as, *Go to the house of John, the CARPENTER and JOINER.*

If the words in apposition form a complex noun, the last only takes the sign of the possessive; as, *The Commander-in-CHIEF'S tent.*

#### 418. EXERCISE.

Correct the following, and parse the words in apposition:

1. Mary, her who you sent to me, entered the room. — 2. Did you think that us, your friends, your relatives, would abandon you? — 3. It is John, him who spoke to you. — 4. We, the people of the United States. — 5. I bought the knives at Johnson, the cutler's. — 6. I will do it, for David's thy fathers sake'.

### VERBS.

#### RULE VII.

What is the Rule for the Verb?

419. A verb should agree with its nominative in num-

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\* Many persons, however, make the name plural, instead of the title.

ber and person; as, *I AM*; *Thou ART*, &c.; *He LOVES*; *They LOVE*, &c.

## OBSERVATIONS.

What observations are made with regard to the agreement of the verb?

420. If an intransitive verb be placed between two nominatives, it should agree with the real subject of the assertion which precedes the verb, unless the terms be rhetorically transposed; as, *His first STOCK in trade was a few pieces of tape*; *A few pieces of tape was his first STOCK in trade*.

If the nominative be an infinitive mood, a phrase, or a sentence, in what number and person should the verb be?

421. If the nominative be an infinitive mood, a phrase or a sentence, the verb should be in the third person singular; as, *To give to the poor IS right*; *To squander away wealth without discernment IS both foolish and sinful*. But if a verb has for its nominative two or more infinitive moods, phrases, or sentences, connected by *and*, it should be plural; as, *To profess Christianity AND to be a true Christian, ARE two different things*.

In what number should a verb be, if it has a collective noun for its nominative?

422. If a verb has for its nominative a collective noun, expressive of plurality, the verb should agree with it in the plural; as, *The jury WERE unable to agree*. But if the collective noun be expressive of unity, the verb should agree with it in the singular; as, *The jury renders ITS verdict*; *The Russian army WAS defeated and compelled to retreat*.

If two or more singular nominatives be connected by *and*, in what number should the verb be?

**423.** If a verb has two or more singular nominatives connected by *and*, it should be in the plural number; as, *John and William WERE at home yesterday; My pen and my pencil ARE lost.* But if the nominatives, though connected by *and*, be preceded by *each* or *every*, the verb should be in the singular; as, *Every man, every woman, and every child WAS killed.*

If two or more singular nominatives be connected by *or* or *nor*, in what number should the verb be?

**424.** If a verb has two or more singular nominatives connected by *or* or *nor*, it should be in the singular number; as, *John or William IS in the next room.* But if one of the nominatives be plural, the verb should be made plural; as, *Either he or his children WERE compelled to go.*

If a verb has two or more nominatives, of different persons, with which of them should it agree?

**425.** If a verb has two or more nominatives of different persons connected by *and*, it should agree with the first rather than the second, and with the second rather than the third; as, *He and I HAVE been there; You and he ARE both in danger.* But if the nominatives be connected by *or* or *nor*, the verb should agree with that which is placed next to it; as, *Neither thou nor I AM the person; Neither I nor thou ART the person.*

Do the adjuncts of the nominative influence the agreement of the verb?

**426.** The adjuncts of the nominative do not influence the agreement of the verb; as, *The town, with all its fortifications, WAS destroyed.*

What is remarked of *each*, *each one*, *not one*, and *none*?

427. If *each*, *each one*, *not one*, or *none* in the sense of *not one*, be the subject of a verb, or be used before its subject understood, the verb should be singular; as, *Each of my friends HAS received a letter*; *Each one of his former friends HAS left him*; *Not one, or none,\* of my books HAS been saved from the fire*.

### 428. EXERCISE.

Correct the following, and parse the verbs:

1. He were sick when I saw him.—2. That girl sing sweetly.—3. Will thou come with me.—4. I will go with them.—5. His family were his wife, his son, and his daughter.—6. Her pride and her virtue were her strength.—7. To utter such words are wrong.—8. To labor night and day fatigue both mind and body.—9. The mob were dispersed.—10. Your brother and your cousin is in the parlor.—11. Each boy and each girl were punished.—12. Neither Mary nor Ann are here.—13. You and your sister were with us.—14. Neither thou nor thy brother wast here.—15. The officer or three of the soldiers was compelled to remain as hostages.—16. The ship, with twenty of her crew, were lost.—17. Each of my children has received a good education.

## PARTICIPLES.

### RULE VIII.

What is the Rule for the Participle?

429. A participle belongs to a noun or pronoun; as, *A man STUDYING as he does must succeed*.

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\* *None* sometimes stands for plural nouns; thus, "*NONE of my books*" may signify *NOT ONE of my books*, or *NO BOOKS among my books*. In the first case the verb should be singular, but in the second it should be plural.

## OBSERVATIONS.

What remarks are made with regard to participles?

430. If a participial noun be preceded by an article, the preposition *of* should be placed after it; as, *The learning OF a language is always difficult.* In such sentences, the article and preposition are both used or both omitted; as, *THE learning OF languages, or learning languages.*

## MOODS.

## RULE IX.

What is the Rule for the infinitive mood?

431. The infinitive mood is governed by the *verb, noun, adjective, or pronoun*, upon which it depends; as, *I wish TO SPEAK to him.*

## OBSERVATIONS.

What remarks are made with regard to the infinitive mood?

432. The infinitive mood is sometimes used independently; as, *To SAY the truth, I do not like him.*

433. The verbs *bid, dare, need, make, see, hear, feel, let*, and a few others, require the infinitive after them to be used without the preposition *to*; as, *You heard him SPEAK; Let him not REMAIN.* But if these verbs be in the passive voice, the preposition *to* should be expressed; as, *You were once heard TO SAY, &c.*

What remarks are made with regard to the tenses of the subjunctive mood?

434. To express a future contingency, it is better to use the present tense; as, *If you PARDON him not, he will be driven to despair.* But to express doubt or supposition



with indefinite time, it is better to use the imperfect; as, *WERE he as bad as you say, he would not have done it.*

What remarks are made with regard to the form of the subjunctive mood?

**435.** If the verb in the subjunctive mood, present tense, expresses present time, the regular form should be used; as, *If he STUDIES, he is right.* But if the tense and the time do not agree, the subjunctive form should be used; as, *If he STUDY he will succeed.* The same rule applies to the imperfect tense of the verb *to be*.

**436.** If a circumstance, though conditional, be assumed as a fact, the regular form should be used; as, *As virtue advances, so vice RECEDES; He IS healthy because he IS temperate.*

**437.** When the imperative mood is followed by *lest* or *that*, the next verb should be in the subjunctive form; as, *Rise early, lest thou SHOULD be late.*

#### 438. EXERCISE.

Correct the following, and parse the verbs and participles:

1. The same causes does not always produce the same effects.—
2. The affairs of others does not concern me.—
3. The envious man is as much afflicted with the happiness of others, as he is with his own misfortunes.—
4. To live soberly and righteously are required of all men.—
5. Although neither please me, I will take either.—
6. He will not speak to you, because he despise you.—
7. His sister and one of his brothers is to be married on the same day.—
8. Henry the VIII. ascended the throne in 1509, in his eighteenth year, amid the universal joy of the nation; he was married soon after his accession to Katharine, daughter of the King of Spain, and the first years of his reign was happy, both to himself and to his subjects.—
9. This, as well as his other works, were written in 1840.—
10. House-rent and fuel is so expensive, that we will be compelled to move into the country.—
11. One of his friends have



been sick.—12. My pencil or my pen are surely lost.—13. Dr. P. and another physician believes that there is yet hope.—14. Every soldier were killed.—15. William and his brother desires to be introduced to her.—16. She says that she saw one of us, but neither you nor I were there.—17. When he was heard speak in so strange a way, no one dared to remain with him.—18. The unfortunate Mary suffered great unkindness in her lonely confinement at Lochleven; she at last succeeded in escaping, raised an army, and marched against the Regent; but her army, which was composed of nobles, who had in haste assembled around her standard, were defeated at Langside.—19. The studying a language without a teacher is not easy.—20. One of the boys were here.—21. His imprudent friend, and not his enemies, were the cause of his ruin.

## ADVERBS.

### RULE X.

What is the Rule for the Adverb?

**439.** An adverb belongs to the *verb*, *participle*, *adjective*, or other *adverb*, which it qualifies or determines; as, *He speaks WELL*.

### OBSERVATIONS.

Where should adverbs be placed?

**440.** Adverbs should be placed before the adjective or adverb, and after the verb; as, *A VERY fine and a VERY well behaved boy; He speaks CORRECTLY*. Sometimes the adverb is placed between the auxiliary and the verb; as, *I will NOT do it*.

What remarks are made with regard to the negatives and affirmatives?

**441.** *Nay*, *no*, *yea*, *yes*, when used singly to express negation or affirmation, contain complete sense in themselves, and do not belong to any verb.

**442.** Two negatives destroy one another, and are equal to an affirmative; as, *There are NOT NO books on my table;*

i. e., *There are some books.* This mode of expressing affirmation is considered vulgar.

443. With negative prefixes, such as, *dis, in, im, un, &c.*, two negatives form a pleasing and delicate mode of affirming; as, *My language is NOT improper.*

#### 444. EXERCISE.

Correct the following, and parse the adverbs:

1. I have not got none. — 2. Neither riches nor honors, nor no such perishing goods, can satisfy the desires of an immortal spirit. — 3. Nothing never affected her so much as this misconduct of her child. — 4. There cannot be nothing more insignificant than vanity. — 5. I have received no information on the subject either from him or from his friend.

#### OBJECTIVES (*governed by verbs*).

#### RULE XI.

What is the rule for the government of the objective case by the transitive verb?

445. A transitive verb in the active voice, or its participle, governs the objective case; as, *I see HIM.*

#### OBSERVATIONS.

Must all transitive verbs, in the active voice, have an object?

446. If a verb be used *transitively*, it must have an object expressed or understood; as, *The boy turns the WHEEL; John writes (a letter) to Henry.*

Must the object always be a noun or pronoun?

447. The object, as well as the nominative, may be an infinitive mood, a phrase or a sentence; as, *She loves to DO GOOD.*

Where is the object placed?

448. Generally the object follows the governing word; as, *John touches LEWIS.*

449. If the expression be emphatic, the object sometimes precedes the governing word; as, *This one* ATTEMPT *I will make*.

Can a verb govern more than one object?

450. A verb can govern two or more objects, if they be connected by a conjunction either expressed or understood; as, *I saw* JOHN, HENRY, *and* WILLIAM. But if two objects, not connected by a conjunction, follow a verb, one of them must be governed by a preposition understood; as, *I gave* HIM *a* BOOK; i. e., *I gave (to)* HIM *a* BOOK.

In the passive voice, the object of the preposition is sometimes erroneously assumed as its nominative: as, HE *was given a* BOOK; instead of, *A* BOOK *was given to* him.

#### 451. EXERCISE.

Correct the following, and parse the objects of the verbs:

1. Who did you meet during your walk?—2. It is not me who have done that; it is him.—3. Send me back the dictionary I lent ye.—4. To ingratiate with some by traducing others, marks a base and despicable mind.—5. I hope thee will never do such a thing again.—6. Tell me what thee think of this.—7. I speak to thou of these things, because it is full time that thou shouldst be informed of them.—8. It is not them that have said it; it is me.—9. The boys who you have retained are ready to recite.

OBJECTIVES (*governed by prepositions*).

#### RULE XII.

What is the rule for the government of the objective case by the preposition?

452. A preposition governs the objective case; as, *Speak to* HIM.

## OBSERVATIONS.

Must the governing preposition always be expressed?

**453.** Prepositions are frequently understood; as, *Give (TO) me a book; he can walk (over the space of) five miles (in) an hour; buy (for) me some bread.*

Is the object of a preposition always expressed?

**454.** The object of a preposition is sometimes understood; as, *He speaks IN earnest; i. e., in an earnest MANNER, &c. AT first I hesitated; i. e., in the first INSTANCE, &c.*

Is the object ever governed by more than one preposition?

**455.** In law papers and other documents, where fulness and exactness of expression are first to be considered, two prepositions may govern jointly the same word or words; as, *His will was deposited WITH, and preserved BY, Mr. A.*

Except in the above stated cases, such a construction should be avoided, and the sentence should be written: *His will was deposited WITH Mr. A., and preserved BY him.*

**456. EXERCISE.**

Correct the following, and parse the prepositions and words governed by them:

1. He travelled with you and I, last fall.—2. The people towards who you behaved with so much kindness were unworthy of it.—3. To who did you lend it?—4. With whom were you?—5. He danced with and talked to Miss A. all the evening.—6. He was speaking with she and he when I entered.—7. Him who said it to you must have been mistaken.—8. Who will come with me? Us.—9. Who will read first? Me.

## PREPOSITIONS.

## RULE XIII.

What is the rule for the preposition?

**457.** A preposition shows the relation of the noun or pronoun which follows it to some other word in the sentence; as *This lady comes FROM England.*

## OBSERVATIONS.

Where should a preposition be placed?

**458.** A preposition should precede the word which it governs, and both should be placed as near as possible to the word to which they relate; as, *He was confined TO his BED when I saw him*; not, *He was confined, when I saw him, TO his BED.*

**459.** Sometimes prepositions immediately precede one another, and are so closely connected that they should be parsed together as a compound preposition; as, *A voice FROM WITHIN warned him.*

**460.** If a preposition precede an adverb, both words should be taken together, and parsed as an adverb; as, *Come AT ONCE, or depart FOREVER.*

## 461. EXERCISE.

1. Whom did you go with? — 2. She was playing, when I saw her, on the piano. — 3. She spoke to me and to my brother. —
4. What country do you come from? — 5. Who did you tell it to?

## CONJUNCTIONS.

## RULE XIV.

What is the rule for the conjunction?

**462.** A conjunction connects words or clauses; as, *John AND Henry are here.*

## OBSERVATIONS.

What is remarked of nouns and pronouns connected by conjunctions?

**463.** Nouns or pronouns (in the same phrase) connected by conjunctions, should generally agree in case; as, *Neither HE nor SHE knew that you had come.* But if the words connected be not in the same phrase no agreement is required; as, *Go to HER, for SHE is sick.*

Do conjunctions always connect words or clauses?

**464.** Sometimes by an ellipsis or an inversion, the conjunction may lose the appearance of a connective; as, *THAT you are not guilty can be proved.* But the connective nature of the conjunction is plainly seen if the ellipses be supplied; as, *The fact THAT you are not guilty, &c.* Or if the position of the clauses be changed; as, *It can be proved THAT you are not guilty.*

What remark is made with respect to the word *as*?

**465.** Many grammarians consider *as*, in certain circumstances, as a relative pronoun, equivalent to *who* or *which*; as, *Avoid such AS are vicious.*

What remark is made with respect to the word *than*?

**466.** There is generally an ellipsis of one or more words after *than*; as, *He reads better than I (read).*

Give a list of the principal conjunctions, that have corresponding conjunctions or adverbs.

**467.** As { as.....*My writing is AS good AS yours.*  
so.....*As the stars, so shall thy seed be.*

So { as.....*I am not so bad AS I seem.*  
that.....*You never can be so bad THAT you cannot amend.*

Either—or.....*EITHER you OR he must remain.*

Neither—nor.....*Your composition is NEITHER good NOR bad.*

Whether—or.....*Tell me WHETHER I must go OR stay.*



Though—yet—still...THOUGH *he is very bad*, YET *he may be redeemed*.

If—then.....IF *he says so*, THEN *you must be right*.

Both—and .....BOTH *he AND you were wrong*.

Not only—but also...NOT ONLY *you*, BUT *he ALSO was mistaken*.

Such { as.....SUCH *language AS he uses!*  
that.....*My health is SUCH THAT I cannot go.*

#### 468. EXERCISE.

Correct the following, and parse the conjunctions :

1. She and him do not live happily together. — 2. You enjoy a larger income than us. — 3. He told it to me, and promises me that you will know all about it. — 4. We saw it this morning, and them also. — 5. To be moderate in one's desires, and working assiduously, is the surest road to success. — 6. Neither he or you would do such a wicked action. — 7. Though you forbid it, then I will do it.

### INTERJECTIONS.

#### RULE XV.

What is the rule for interjections ?

469. Interjections have no dependence on any other word ; as, OH ! *save me*.

#### OBSERVATIONS.

What remark is made with regard to interjections ?

470. Sometimes an interjection seems to govern the objective case ; as, *Ah ! me !* but some verb or preposition is always understood ; as, *Ah ! (pity) me !*



## COMMON ERRORS TO BE AVOIDED.

### ARTICLES.

471. Never use the article *a* before a vowel or *h* mute, nor *an* before a consonant. (See 23.)

Say: *AN ape, AN hour*; not, *A ape, A hour*.  
*A day, A year*; not, *AN day, AN year*.

472. Use a definite article before a noun when you refer to definite individuals or things; but use no article when you refer to things in general. (See 353—361.)

Say: *THE doctor says, or THE doctors say, that I am sick*; not *Doctor says, or doctors say, &c.*

*Doctors think this climate unwholesome*; not, *THE Doctors think, &c.*

### NOUNS.

473. Never use a singular noun after an adjective expressive of plurality. (See 372.)

Say: *Two POUNDS of butter*; not, *Two POUND of butter*.  
*A boy three YEARS old*; not, *Three YEAR old*.

474. Never omit the possessive termination of nouns in the possessive case. (See 95.)

Write: *The KING's guard*; not, *The KINGS guard*.

### ADJECTIVES.

475. Never use a plural adjective to limit a noun singular, nor a singular adjective to limit a plural noun. (See 372.)

Say: *THIS kind of apples*; not, *THESE kind of apples*.  
*THESE kinds of plants*; not, *THIS kinds of plants*.

**476.** Avoid double comparatives and superlatives. (See 370.)

Say: *My horse runs FASTER than yours*; not, *Runs MORE FASTER, &c.*

*This lady is the HANDSOMEST*; not, *Is the MOST HANDSOMEST.*

**477.** Never use an adjective, instead of an adverb, to qualify verbs. (See 101, 309.)

Say: *He acts WICKEDLY*; not, *He acts WICKED.*

*She speaks KINDLY*; not, *She speaks KIND.*

*He writes WELL*; not, *He writes GOOD.*

**478.** Never use an adverb, instead of an adjective, to qualify nouns. (See 101, 309.)

Say: *This butter tastes SWEET*; not, *Tastes SWEETLY.*

*This work looks PERFECT*; not, *Looks PERFECTLY.*

*She looks ELEGANT*; not, *She looks ELEGANTLY.*

**479.** Never use the pronoun *them* for the adjective *these* or *those*. (See 101, 125.)

Say: *THESE OR THOSE boys*; not, *THEM boys.*

*Give me THESE books*; not, *THEM books.*

**480.** Avoid the use of double negatives. (See 442, 443.)

Say: *He did NOT say any such thing*; not, *He did NOT say NO such thing.*

*He has NOT any butter*; not, *He has NOT got NO butter.*

*He will NOT do anything*; not, *He WONT do NOTHING.*

## PRONOUNS.

**481.** Remember that the subject of a verb must be in the nominative case, and not in the objective. (See 397.)

Say: *HE who spoke to you is sick*; not, *HIM who spoke, &c.*

*SHE who sent me wishes you well*; not, *HER who sent me, &c.*

*You and I will go; not, You and me will go.*

*You and THEY are friends; not, You and THEM are friends.*

482. Remember that the object of a verb or of a preposition must be in the objective case, and not in the nominative. (See 445, 452.)

Say: *Mary, HER WHOM you engaged, is sick; not, Mary, SHE WHO you engaged, &c.*

*To WHOM did you speak? not, To WHO did you speak?*

*I will speak to you and HER; not, To you and SHE.*

483. Remember that nouns in apposition must agree in case. (See 411.)

Say: *Do you think that HE, your friend, would do that? not, That HIM, your friend, &c.*

*WE, the citizens of Philadelphia; not, US, the citizens, &c.*

*I, Victoria, Queen of England; not, ME, Victoria, &c.*

484. Remember that the verb *to be* takes the same case after as before it. (See 414.)

Say: *It is I; it was THOU; not, It is ME; it was THEE,*

*I am HE; thou art SHE; not, I am HIM; thou art HER.*

*It was THEY who did it; not, It was THEM who did it.*

485. Never add an apostrophe nor the letter *n* to pronouns in the possessive case. (See 128, 129.)

Write: *Its leg was broken; not, It's leg was broken.*

*He gave me HIS; not, He gave me HIS'N.*

486. Never use the relative pronoun *which* when referring to persons. (See 387–389.)

Say: *The man WHOM I saw; not, The man WHICH I saw.*

*The lady WHO reads; not, The lady WHICH reads.*

487. Never use both a noun and the pronoun representing it as nominatives to the same verb. (See 125 and 532.)

Say: *Jane went to town; not, Jane, SHE went to town.*

*The king assembled his ministers; not, The king, HE assembled, &c.*

## VERBS.

488. Be sure that your verbs agree in person and number with their nominatives. (See 419.)

Say: *WERE you here?* not, *WAS you here?*  
*Thou SHALT do it;* not, *Thou SHALL do it.*  
*He SPEAKS to you;* not, *He SPEAK to you.*

489. Be sure you make your verb agree with its nominative, and not with some other word in the sentence. (See 426, 427.)

Say: *Not one of my friends WAS there;* not, *WERE there.*  
*My friends, and not my enemy, WERE the cause of my ruin;*  
 not, *WAS the cause, &c.*

490. Never make a verb plural, if its nominative be singular, though the latter have plural adjuncts. (See 426.)

Say: *Three months' interest WAS due;* not, *WERE due.*  
*The ship, with all her crew, WAS lost;* not, *WERE lost.*

491. Remember that a verb should be plural if it has two or more singular nominatives connected by *and*, but that it should be singular if the nominatives be connected by *or* or *nor*. (See 423, 424.)

Say: *Your father and mother ARE here;* not, *Is here.*  
*Your brother or sister IS here;* not, *ARE here.*

492. After the verbs *to have* and *to be*, use the perfect participle, and not the imperfect tense. (See 239, 267.)

Say: *John has WRITTEN to his sister;* not, *John has WROTE, &c.*  
*She has DRUNK my milk;* not, *She has DRANK my milk.*  
*He has FALLEN into the river;* not, *He has FELL, &c.*  
*You have BROKEN my knife;* not, *You have BROKE, &c.*  
*I am almost FROZEN to death;* not, *I am almost FROZE, &c.*  
*He has SPOKEN to you;* not, *He has SPOKE, &c.*  
*Has he STOLEN your book?* not, *Has he STOLE your book?*

*She was TAKEN sick; not, She was TOOK sick.*

*We were almost SHAKEN to death; not, We were almost SHOOK to death.*

**493.** If you express past time without using the verbs *to have* or *to be*, employ the imperfect tense, and not the perfect participle. (See 239.)

Say: *I SAW him; not, I SEEN him.*

*I DID it; not, I DONE it.*

*I SHOWED it to you; not, I SHOWN it to you.*

*He WAS there this morning; not, He BEEN there, &c.*

*She BEGAN to scold; not, She BEGUN to scold.*

*He RAN a race; not, He RUN a race.*

*I THREW him down; not, I THROWN him down.*

**494.** Do not give the regular form to the imperfect tense or perfect participle of verbs which are irregular. (See 291.) This error is principally committed with the following verbs:

**495. VERBS IN WHICH THE IMPERFECT TENSE AND PERFECT PARTICIPLE ARE ALIKE.**

*Imperfect Tense and Perfect  
Participle.*

- Say: 1. Bent, *not* bended.  
2. Bound, *not* bounded.  
3. Bled, *not* bled.  
4. Burst, *not* bursted.  
5. Cast, *not* casted.  
6. Cost, *not* costed.  
7. Flung, *not* flinged *nor*  
[flang].  
8. Ground, *not* grinded.  
9. Kept, *not* kepted.  
10. Lent, *not* lended.  
11. Left, *not* leaved.  
12. Lost, *not* losed.  
13. Sent, *not* sended.  
14. Shot, *not* shooted.

*Imperfect Tense and Perfect  
Participle.*

- Say: 15. Shrunk, *not* shrinked.  
16. Slept, *not* sleeped.  
17. Slung, *not* slinged *nor*  
[slang].  
18. Sought, *not* seeked.  
19. Stuck, *not* sticked.  
20. Stung, *not* stinged *nor*  
[stang].  
21. Strung, *not* stringed *nor*  
[strang].  
22. Taught, *not* teached.  
23. Thought, *not* thinked.  
24. Wept, *not* weped.  
25. Won, *not* winned.

496. VERBS IN WHICH THE IMPERFECT TENSE AND PERFECT PARTICIPLE ARE DIFFERENT.

*Imperfect Tense.*      *Perfect Participle.*

|                     |                            |                      |
|---------------------|----------------------------|----------------------|
| Say: 1. Bore,       | borne,                     | <i>not</i> bored.    |
| 2. Blew,            | blown,                     | <i>not</i> blowed.   |
| 3. Chid,            | chidden <i>or</i> chid,    | <i>not</i> chided.   |
| 4. Chose,           | chosen,                    | <i>not</i> choosed.  |
| 5. Drank,           | drunk,                     | <i>not</i> dranked.  |
| 6. Drew,            | drawn,                     | <i>not</i> drawed.   |
| 7. Drove,           | driven,                    | <i>not</i> driven.   |
| 8. Knew,            | known,                     | <i>not</i> knowed.   |
| 9. Rung, rang,      | rung,                      | <i>not</i> ringed.   |
| 10. Rose,           | risen,                     | <i>not</i> rised.    |
| 11. Sung, sang,     | sung,                      | <i>not</i> singed.   |
| 12. Sunk, sank,     | sunk,                      | <i>not</i> sinked.   |
| 13. Slid,           | slidden,                   | <i>not</i> slided.   |
| 14. Slew,           | slain,                     | <i>not</i> slayed.   |
| 15. Spoke           | spoken,                    | <i>not</i> speaked.  |
| 16. Sprung, sprang, | sprung,                    | <i>not</i> springed. |
| 17. Stole,          | stolen,                    | <i>not</i> stealed.  |
| 18. Struck,         | struck <i>or</i> stricken, | <i>not</i> striked.  |
| 19. Swum, swam,     | swum,                      | <i>not</i> swimmied. |
| 20. Swore,          | sworn,                     | <i>not</i> sweared.  |
| 21. Threw,          | thrown,                    | <i>not</i> throwed.  |
| 22. Tore,           | torn,                      | <i>not</i> teared.   |

497. EXAMPLES.

- Say: 1. She *bent* the pin; not, She *bended* the pin.  
 2. His hands were *bound*; not, His hands were *bounded*.  
 3. The doctor *bled* her; not, The doctor *bleeded* her.  
 4. The boiler *burst*; not, The boiler *bursted*.  
 5. A cannon was *cast*; not, Was *casted*.  
 6. It *cost* him a great deal; not, It *costed* him, &c.  
 7. He *flung* my hat over the wall; not, He *finged* my hat, &c.  
 8. Your knife was *ground* yesterday; not, Was *grinded*, &c.  
 9. He *kept* his word; not, He *keeped* his word.  
 10. I *lent* it to him; not, I *lended* it to him.



- Say: 11. He *left* his brother with me; not, He *leaved* his brother, &c.  
 12. I *lost* my book; not, I *losed* my book.  
 13. He *sent* them to us; not, He *sended* them to us.  
 14. They *shot* at a mark; not, They *shooted* at a mark.  
 15. She *shrunk* from him; not, She *shrinked* from him.  
 16. I *slept* until eight o'clock; not, I *sleeped* until eight o'clock.  
 17. He *slung* a stone at me; not, He *slinged*, nor *slang*, &c.  
 18. I *sought* him all over the house; not, I *seeked* him, &c.  
 19. The pole was *stuck* in the ground; not, Was *sticked*, &c.  
 20. The bee *stung* me; not, *Stinged* nor *stang* me.  
 21. Henry *strung* the beads; not, *Stringed* the beads.  
 22. She *taught* me my letters; not, She *teached* me my letters.  
 23. I *thought* he would have died; not, I *thinked* he would, &c.  
 24. He *wept* bitterly; not, He *weeped* bitterly.  
 25. The British *won* a battle; not, The British *winned*, &c.

498. 1. I *bore* the basket longer than you; not, I *bored* the basket.  
 I have *borne* the basket; not, I have *borned* the basket.  
 2. The wind *blew* the house down; not, The wind *blowed*, &c.  
 The wind has *blown* the house down; not, Has *blowed*, &c.  
 3. She *chid* me; not, She *chided* me.  
 She has *chid* or *chidden* me; not, She has *chided* me.  
 4. Charles *chose* the best one; not, *Choosed* the best one.  
 Charles has *chosen* the best one; not, Has *choosed*, &c.  
 5. She *drank* my milk; not, She *drunk* nor *drinked* my milk.  
 She has *drunk* my milk; not, She has *drinked* my milk.  
 6. I *drew* that picture; not, I *drowed* that picture.  
 I have *drawn* that picture; not, I have *drowed* that picture.  
 7. He *drove* very fast, not, He *drived* very fast.  
 He has *driven* very fast; not, He has *drived* very fast.  
 8. I *knew* her very well; not, I *knowed* her very well.  
 I have *known* her for many years; not, I have *knowed*, &c.  
 9. He *rung* or *rang* the bell; not, He *ringed* the bell.  
 He has *rung* the bell; not, He has *ringed* the bell.  
 10. We *rose* at break of day; not, We *rised* at break of day.  
 We have *risen* early; not, We have *rised* early.



- Say: 11. They *sung* or *sang* a duet; not, They *singed* a duet.  
 They have *sung* a duet; not, They have *singed* a duet.
12. The ship *sunk* or *sank*; not, The ship *sinked*.  
 The ship has *sunk*; not, The ship has *sinked*.
13. He *slid* across the pond; not, He *slided* across the pond.  
 He has *slidden* across the pond; not, He has *slided*, &c.
14. He *slew* his enemy; not, He *slayed* his enemy.  
 He has *slain* his enemy; not, He has *slayed* his enemy.
15. I *spoke* to her about it; not, I *speaked* to her about it.  
 She has *spoken* to you; not, She has *speaked* to you.
16. He *sprung* or *sprang* from the ground; not, He *springed*, &c.  
 He has *sprung*, &c.; not, He has *springed*, &c.
17. He *stole* my pencil; not, He *stealed* my pencil.  
 He has *stolen* it; not, He has *stealed* it.
18. The ship *struck* on a rock; not, The ship *striked* on a rock.  
 The ship has *struck*; not, The ship has *striked*.
19. He *swum* or *swam* across the river; not, He *swimmed*, &c.  
 He has *swum* across, &c.; not, He has *swimmed* across, &c.
20. The man *swore* that he had not done it; not, *sweared*, &c.  
 The man has *sworn*, &c.; not, The man has *sweared*, &c.
21. He *threw* me down; not, He *throwed* me down.  
 I have *thrown* him down; not, I have *throwed* him down.
22. He *tore* my book; not, He *teared* my book.  
 I have *torn* my book; not, I have *teared* my book.

499. The following abbreviations, though perhaps admissible in poetry and in conversation, should never be used in writing prose:

Write: Can not, *not* can't.  
 Could not, *not* couldn't.  
 Do not, *not* don't.  
 Did not, *not* didn't.  
 Does not, *not* doesn't.  
 Has not, *not* hasn't.  
 Have not, *not* haven't.

Write: He is, *not* he's.  
 He will, *not* he'll.  
 I am, *not* I'm.  
 It is, *not* 'tis.  
 I would, *not* I'd.  
 I will, *not* I'll.  
 Must not, *not* musn't.

|                                    |                                   |
|------------------------------------|-----------------------------------|
| Write: She is, <i>not</i> she's.   | Write: We have, <i>not</i> we've. |
| She will, <i>not</i> she'll.       | Who will, <i>not</i> who'll       |
| Should not, <i>not</i> shouldn't.  | Who have, <i>not</i> who've.      |
| Thou art, <i>not</i> thou'rt.      | Would not, <i>not</i> wouldn't.   |
| Thou wouldst, <i>not</i> thou'dst. | Will not, <i>not</i> won't.       |
| They have, <i>not</i> they've.     | You have, <i>not</i> you've.      |
| They will, <i>not</i> they'll.     | You are, <i>not</i> you're.       |
| They would, <i>not</i> they'd.     | You will, <i>not</i> you'll.      |
| They are, <i>not</i> they're.      | You would, <i>not</i> you'd.      |
| We are, <i>not</i> we're.          |                                   |

And a few others, in which the sound is not much affected by the abbreviation.

500. The following are vulgar, and should not be used either in writing or speaking :

Write or say: Am not; *not* ain't, nor amn't.

Are not, *not* aren't.

Be not, *not* ben't.

Have not, *not* hain't.

Is not, *not* isn't.

May not, *not* mayn't.

Might not, *not* mightn't.

Shall not, *not* shan't.

It is not, *not* t'aint.

Were not, *not* weren't.

And a few others, in which the spelling or the sound is materially altered by the abbreviation.

AVOID THE FOLLOWING VULGARISMS AND MISAPPLICATION OF WORDS.

501. *Attackted*; for *attacked*.

Say: He was *attacked* by robbers; not, He was *attackted*, &c.

502. *Be*; for *am* or *are*.

Say: I *am* going there; not, I *be* going there.

You *are* going there; not, You *be* going there.

**503.** *To beat*; for, *to excel, to surpass.*

Say: That can not be *excelled*; not, That can not be *beat*.

It is *wonderful*; it is *extraordinary*; } not, It *beats* all.  
It *surpasses everything*;..... }

**504.** *Bad*; for, *ill, sick.*

Say: She is not so *sick* this evening; not, She is not so *bad*, &c.

He is very *ill* indeed; not, He is very *bad* indeed.

**505.** *To calculate, to expect, to guess, to reckon*; for, *to intend, to design, to believe, to suppose, to think.*

Say: I *intend* to do it this evening; not, I *calculate* to do it, &c.

I *believe* it will all be right; not, I *guess* it will all be right.

I *think* you have seen her; not, I *expect* you have seen her.

I *design* to be back before night; not, I *reckon* to be back, &c.

**506.** *Dreadful, mighty, monstrous*; for, *very, extremely, exceedingly.*

Say: She is *very* obliging; not, She is *dreadful* obliging.

He is *exceedingly* proud; not, He is *monstrous* proud.

You seem to be in a *very* great hurry; not, In a *mighty*, &c.

**507.** *To fire*; for, *to throw.*

Say: He *threw* a stone; not, He *fired* a stone.

**508.** *To have like, or to be like*; for, *to be near, to be on the point.*

Say: She *was* on the point of } not, She *was like* to have fallen  
falling into the river..... } into the river.

**509.** *Hold on*; for, *wait, stop.*

Say: *Wait*, or *stop*, I want to } not, *Hold on*, I want to speak  
speak to you ..... } to you.

**510.** *To have got*; for, *to have, to be compelled, to be under the necessity of.*

Say: I *have* your book; not, I *have got* your book.

I *must* do it; I *am compelled* to do it; } not, I *have got* to do it.  
It is my *duty* to do it..... }

511. *Heap*; for *much*.

Say: We had *much* trouble; not, We had a *heap* of trouble.

You have *much* more money than I; not, You have a *heap*, &c.

512. *Like*; for *as*.

Say: He thinks *as* I do; not, He thinks *like* I do.

513. *To feel like*; for, *to feel disposed, inclined*.

Say: I *felt inclined* to strike him; not I *felt like* striking him.

514. *To lie*, for *to lay*; and *to lay*, for *to lie*.

(*To lie* is used intransitively, and *to lay* transitively.)

Say: *Lie* on your bed; not, *Lay* on your bed.

*Lay* this cloak on my bed; not, *Lie* this cloak on my bed.

515. *To learn*; for *to teach*.

Say: She *taught* me my letters; not, She *learnt* me my letters.

516. *To lick*; for, *to beat, to whip*.

Say: He wants to *beat* me; not, He wants to *lick* me.

The coachman *whips* his horses; not, *Licks* his horses.

517. *To lick, to whip*; for, *to defeat, to rout*.

Say: The British were *defeated* } not, Were *licked*, nor *whipped*.  
or *routed* .....

518. *To let on*; for, *to say, to inform, to disclose*.

Say: Do not *say* that you have } not, Do not *let on* that you have  
seen me..... } seen me.

519. *To make out*; for, *to succeed in, to manage with*.

Say: He *succeeded* in keeping out } not, We *made out* to keep out  
of debt..... } of debt.

520. *Mad*; for *angry*.

Say: She is *angry* because you } not, She is *mad* because you  
laughed at her..... } laughed at her.

521. *Never*; for *ever*.

Say: Let him be *ever* so strong, } not, Let him be *never* so strong,  
I fear him not ..... } &c.

522. *Nowheres, anywheres*; for, *nowhere, anywhere*.

Say: They are *nowhere* to be found; not, *Nowheres* to be found.  
*Anywhere* about the house; not, *Anywheres* about the house.

523. *Preventative*; for *preventive*.

Say: Cleanliness is a great *prevent-* } not, Cleanliness is a great *pre-*  
*ive* against sickness ..... } *ventative* against sickness.

524. *Quite*; for, *great, large, considerable*.

Say: He has a *great many* oxen; { not, He has *quite a number* of  
oxen.

525. *Right*; for, *very, quite*.

Say: He is a *very* good man; not, He is a *right* good man.  
She is *quite* handsome; not, She is *right* handsome.

526. *To sit*, for *to set*; and *to set*, for *to sit*.

(*To sit* is used intransitively, and *to set* transitively.)

Say: *Sit* on that chair; not, *Set* on that chair.  
*Set* the table; not, *Sit* the table.

527. *To tell apart*; for, *to distinguish the one from the other*.

Say: Your sisters are so alike, } not, Your sisters are so alike,  
that I can never *distinguish* } that I can never *tell them*  
*the one from the other*..... } *apart*.

528. *Ugly*; for, *bad, wicked, ill tempered*.

Say: He is so *ill-tempered* that I } not, He is so *ugly* that I will  
will have nothing to do with } have nothing to do with  
him ..... } him.  
I have a *bad* toothache; not, I have an *ugly* toothache.

**529.** *To take on; for, to grieve.*

Say: You must not *grieve* in this } not, You must not *take on* in  
way ..... } this way.

**530.** *Will, for shall; and shall, for will.*

Say: I *shall* drown, and nobody } not, I *will* drown, and nobody  
*will* help me ..... } *shalt* help me.

**531.** *Worst kind, badly, very badly; for, very much, extremely.*

Say: I wished to see you *very much*; { not, I *had the worst kind*  
of desire to see you.

She loved him *very much*; not, She loved him *very badly*.

## TAUTOLOGY AND REDUNDANCY.

### 532. AVOID THE USE OF SUPERFLUOUS WORDS.

#### EXAMPLES.

| Superfluous words<br>used in the examples. | Sentences in which superfluous words are used.                               |
|--|--|
| <i>New</i> .....                           | You do very well for a new beginner.   |
| <i>Pride or vanity</i> .....               | He had so much pride and vanity that he despised others.                     |
| <i>Equivocal or ambiguous</i>              | Such equivocal and ambiguous expressions mark a formed intention to deceive. |
| <i>Cheerful or happy</i> .....             | Her cheerful, happy temper endears her to her friends.                       |
| <i>Umbrageous</i> .....                    | His chair was placed under the umbrageous shade of a tree.                   |
| <i>For</i> .....                           | She was very happy for to see you.   |
| <i>Latter</i> .....                        | His latter end was peace.  |
| <i>Courage or fortitude</i> ....           | He displayed much courage and fortitude.                                     |
| <i>Piety or religion</i> .....             | She was a pattern of piety, virtue, and religion.                            |
| <i>Over</i> .....                          | He recited his lesson over again.  |
| <i>Last or final</i> .....                 | When the last final sound of the orchestra was heard.                        |
| <i>Dull</i> .....                          | He is a dull blockhead.  |
| <i>At</i> .....                            | Where shall I stop at?   |
| <i>Ever or always</i> .....                | Whenever I go out it always rains.   |
| <i>First</i> .....                         | Before I do that I must first do this.                                       |
| <i>Clear or obvious</i> .....              | The inference was clear and obvious.   |
| <i>Up</i> .....                            | He ascends up in a balloon this evening.                                     |
| <i>Hot</i> .....                           | The soup was boiling hot.  |
| <i>Four</i> .....                          | A four square handkerchief.  |
| <i>Down</i> .....                          | He descended down from his chair.  |
| <i>Now</i> .....                           | He and his family are now present.   |



Superfluous words  
used in the examples.

Sentences in which superfluous words are used.

- Up* ..... As soon as I awoke I rose up.  
*Mutually or to each other* They were mutually friendly to each other.  
*Small or little* ..... Give me a small, little piece.  
*Female* ..... } She was a female doctress, and was uni-  
*Universally or by all* ... } versally loved by all.  
*Free* ..... The book can be had free gratis.

### 533. EXERCISE.

Correct the following :

1. The enemy were killed and slaughtered by thousands.—2. Did he give you that knife for nothing?—3. I saw a great big man.—4. He was struck on the head, and fell down on the ground without uttering a single word.—5. Prayers, entreaties, and supplications were useless.—6. When they saw that life was extinct, and that he was dead, they could not forbear from weeping.—7. He was unanimously elected by all.—8. Mix the flour and milk together, and stir it round.—9. Come back again as soon as you have seen her.—10. They were never known to do such a thing on any occasion.—11. Mary, she went to see her yesterday.—12. I am glad, happy, and satisfied that he has returned.—13. It is a distressing, fearful, and disastrous calamity.—14. The king, he returned to the palace.—15. A poor, destitute old man.—16. A genteel and amiable girl.—17. I saw them with my own eyes.—18. Speak the truth, and be sure that you utter no falsehood.

## AMBIGUITY.

534. Be careful you so arrange your words and phrases as to leave no ambiguity in the meaning.

535. Do not introduce a noun between an adjective and the noun to which it belongs.

Say: A bottle of *good wine*; not, A *good* bottle of *wine*.

A pair of *thick shoes*; not, A *thick* pair of *shoes*.

Some ladies' *velvet cloaks*; not, Some *velvet* ladies' *cloaks*.

Ladies' *walking shoes*; not, *Walking* ladies' *shoes*.

Gentlemen's *riding gloves*; not, *Riding* gentlemen's *gloves*.

A cup of *warm tea*; not, A *warm* cup of *tea*.

536. A clause used to modify, explain, or amplify, should be immediately connected with the phrase or passage to which it belongs.

*Say:*

To let, with board, to two gentlemen, a furnished front parlor.

To let, to a gentleman, a pleasant room, suitable for a lady.

Wanted, a young man of prepossessing appearance to attend a store.

Wanted, a girl of quiet and industrious habits to attend a dairy and milk cows.

He was writing on his slate when you saw him.

She was milking the cows when you called her.

*Do not say:*

To let, a front parlor furnished, with board for two gentlemen.

A pleasant room to let to a gentleman, suitable for a lady.

Wanted, a young man to attend a store, of prepossessing appearance.

Wanted, a girl to attend a dairy and milk cows, of quiet and industrious habits.

He was writing, when you saw him, on his slate.

She was milking, when you called her, the cows.

537. When you use a pronoun, be careful that its reference to its noun be perfectly clear; for if there be the least ambiguity, the noun should be repeated.

NOTE.—In the following, the pronouns in italics should be replaced by the nouns for which they stand.

Early in October, the forces of Napoleon were marshalled on the plains of Germany, and the Austrians, under the Archduke Charles, acted on the defensive; *he* advanced rapidly on Vienna, &c.

Both Hannibal and Scipio now prepared for a decisive engagement, but *his* forces were mostly raw recruits, while those of his rival, &c.

Alexander had left the government at home to Antipater, the faithful counsellor of his father and of himself. On *his* death, the European provinces were assigned to *him*, &c.

### 538. EXERCISE.

Correct the following :

1. He traversed a country which had never been trodden, but by Indians and ferocious animals, most of which were declared enemies.—2. He had a big driver's whip in his hand.—3. Wanted, a porter on board a steamboat, of strict honesty and good moral character.—4. She had dropped a dollar, and was looking for it when I left her, on the carpet.—5. It began to rain, and the beautiful pink lady's silk bonnet was quite spoiled.—6. Wanted, a girl to do housework, by a small family, with good city reference.—7. On the 17th of August, Napoleon attacked the Russian army at Smolensko; after a fearful contest the Russians were driven from their position, but on entering the city they found that it had been set on fire by the enemy.—8. The British then advanced and attacked the Americans, who were advantageously posted on a hill between two woods; the combat lasted for nearly three hours, and was maintained on both sides with equal resolution; but at last the ammunition failed, and they were compelled to retire.—9. On cold mornings I like to drink a warm cup of coffee before going out.—10. I found a white lady's handkerchief.

## MISCELLANEOUS EXERCISES

TO BE CORRECTED.

### 539. EXERCISE.

(See 14—23, and 348—354.)

1. He has undertaken a too long voyage.—2. Bring me books which are in my room.—3. The books are becoming so numerous that one cannot find time even to become acquainted with the titles of the hundredth part of them.—4. The Emperor Alexander is making great preparations for the war.—5. George intends to become printer.—6. The carpenters are very well paid in this city.—7. My mother has a red, a blue, and a green carpet in her parlor.—8. The red, white, and blue flags were blended into one, and the standard of the French nation became three-colored.—9. He is not yet quite destitute, for he has few friends and little credit.—10. We saw a old man and a old woman.—11. I wanted to learn to play on a violin, but my mother bought me the flute.

### 540. EXERCISE.

(See 101—113, and 366—373.)

1. This is the beautifulest lady in the room.—2. Eliza is much more handsomer than her sisters.—3. He is much amiabler than you are.—4. John is the troublesomest scholar in our school.—5. Louis can not read good.—6. Mary dresses quite tasteful and elegant.—7. Charles is less wiser than Peter.—8. Give them books to my brother.—9. Which do you prefer, this apple or that apple?—10. My brother is more younger than you.—11. Louisa is the smarter of my pupils.—12. Caroline is the prettiest of her sisters.—13. Which is the squarest of these two squares?—14. He was five year and six month old on the first of January.—15. I do not like any of this kinds of fruit.—16. These sort of plants could not live in cold countries.

## 541. EXERCISE.

(See 375—395, and 487.)

1. I had my watch, but I had forgotten to wind her, and she had run down.—2. My sister and I will see my father, for he will be home this evening.—3. Mary or Henry will certainly lend me his book if he is not using it.—4. Mr. A. or his lady will probably ask me to his house, for he was a friend of my father.—5. The person which sent you ought to have known that it would be useless.—6. This is the young man of which I spoke.—7. The company with whom he associates is far from being proper.—8. I do not like the people whom I saw at his house.—9. The man and the wagon which you see yonder are going to the mill.—10. She is certainly the sweetest girl whom I have ever known.—11. Who, who could do such an action, would dare to remain here?—12. Lewis, he went to your house, but you were not at home.—13. You may take whichever you please among my things.

## 542. EXERCISE.

(See 397—404.)

1. You and her are not of the same opinion.—2. She and me have promised to call upon her.—3. Whom sent you for that book? Her.—4. He can walk much faster than me.—5. Are you not stronger than she?—6. I am not near so strong as her.—7. Was sorry to hear that you have been sick.—8. I have been without funds, but think that I will soon receive some.—9. My brother and me have thought that you would be glad to see us.—10. He would have done it much better than them.

## 543. EXERCISE.

(See 128, 129, 406—409, and 417.)

1. Have you seen my brother's horse?—2. I have not seen his'n, but I have seen yours.—3. I saw a mouse with it's head caught in a trap.—4. Jane and Lucy's dresses are alike.—5. Charles and Henry's mother lives in Chestnut street.—6. You may buy them

at Peter, the grocer's.—7. My uncle's house is at the other end of the bridge, on the river side.—8. The table's leg is nearly broken.—9. He has scratched the varnish from his chair's back.

#### 544. EXERCISE.

(See 67—77, and 411—416.)

1. Is it possible that him, a old friend of my father, should treat me in this manner!—2. Her who you sent for has come.—3. I do not think that it was him who did it.—4. Captain Smith is one of my best and oldest friends.—5. It was not me who told him to break it.—6. The small and the large Miamis rivers.—7. The two General Pierces.—8. The three Miss Henries.—9. Mr. Ash and the Miss Ashes.—10. He has lost one of his front teeth.—11. I have lost two of my handkerchiefs.—12. Ten of his sheeps have been stolen.—13. There was a long row of porticos.—14. She wants two loafes of bread.

#### 545. EXERCISE.

(See 419—427.)

1. Was they not with you yesterday morning.—2. Her only hope was that he would return.—3. A piece of black bread and an onion were his only food.—4. Three hundred men were now the only remnants of the old guard, but they still marched proudly, preserving, even unto death, their martial and indomitable air.—5. Marshal Ney conducted the retreat in the following manner: Each afternoon, at about five o'clock, he selected some commanding position, and stopped the advance of the Russians; his soldiers then, for a few hours, obtained such food and rest as were possible under such circumstances, and at ten o'clock he again resumed, under cover of the night, his retreat.—6. In order to retard the advance of the Cossacks, powder and shells was placed in wagons, which it was found necessary to abandon, and a long lighted fuse attached. The Cossacks, observing the smoke, dared not approach until after the explosion.



## 546. EXERCISE.

(See 419—427.)

1. To be both liberal and prudent are a very rare quality.—2. To do good through true feelings of benevolence, and to do good in the hope of securing the applause of our acquaintance, are far from being equally meritorious.—3. The mob was dispersed by a charge of cavalry, and quiet was restored to the city.—4. The crew was fast asleep in their hammocks, when suddenly a violent commotion was felt; and before the bewildered and terrified sailors could find their way upon deck, the ship, with over forty human beings, was engulfed in the waves.—5. My friend Henry, and his sister Louisa, has gone to New York.—6. Every boy and every girl in the school were more or less guilty of that impropriety.—7. Each scholar was rewarded according to his merits.—8. You or he have certainly done it.

## 547. EXERCISE.

(See 419—427.)

1. Either my sisters or I was in the wrong.—2. He and I are exactly of the same opinion.—3. Neither he nor thou is capable of saying an untruth.—4. Either you or I are to be blamed.—5. The culprit was brought to trial, together with his accomplices, and were condemned to undergo five years of imprisonment in the State prison.—6. Not one of my friends have called upon me since I returned from Europe.—7. Each one of my children have been free to choose his own vocation.

## 548. EXERCISE.

(See 291, and 492, 493.)

1. Has he spoke to you about it.—2. We seen her going towards the river.—3. She did it to please you.—4. That awkward boy has broke my pitcher.—5. Why do you say that I broke it? Because you have drank out of it.—6. Look at that man, he has drove his horse against a tree.—7. John has fell from his wagon, and has broke his leg.—8. Have you been there this morning? Yes, I been



there, but I did not find him at home.—9. Why do you not come near the fire? you look as if you were half froze.—10. When was she took sick? She begun to feel unwell when she was in the stage; the roads were very bad, and I fear that she was too much shook.

### 549. EXERCISE.

(See 291, and 494–496.)

1. The steam-boat was blowed against the rocks, and its boiler bursted.—2. Has he teared your coat?—3. My father took me to a store, and told me to buy whatever I pleases; so I choosed this book.—4. Last week, as I was coming from town, the driver drove so fast, that I thought the carriage would be throwed over the precipice.—5. Mr. Dutton went to a gambling saloon, and on the first evening he winned over three hundred dollars; but on the next day he went there again, and losed nearly seven hundred dollars, which was all he had.—6. When all the witnesses had been sweared, and had taken their places, the prisoner arose, and speaked in the following manner.—7. This silk costed me only seventy-five cents a yard.—8. Take these knives to the cutler, and get them grinded.—9. When I saw that she weeped so bitterly, I thought that something must be wrong.—10. The ship striked against a rock and sinked in a few minutes.

### 550. EXERCISE.

(See 499 and 500.)

Some of the following abbreviations being admissible in conversation, the exercise should be required both orally and in writing.

1. Aren't you going to school? No, I ain't, for my mother said that I might stay at home.—2. I'll do it, if he'll pay me for it.—3. Hain't you his pencil? No, I haven't it.—4. You'll promise me that he shan't know anything about it.—5. Mayn't I go with them? No; for they are going to stay too late.—6. 'Tisn't I who have done it; 'tis he.—7. Is it his intention to say anything about it? No, t'aint.

## 551. EXERCISE.

(See 429—436, and 439—443.)

1. The framing a Constitution was delayed until the Spring.—  
2. He dared to offend me, but I soon made him to repent of his imprudence.—3. He bid me to stay with them.—4. I requested him to tell it to us.—5. You need not to hope induce me to do it.—6. He was made feel that resistance would be vain.—7. He was bid leave the room.—8. Though he be my dearest friend I cannot spare him.—9. He was reported to the teacher immediately.—10. William can well swim.—11. She seems good.—12. She dances pretty.—13. Lucy looks very prettily this evening.—14. You must go to the grocer's, for I haven't got no more tea.—15. He would not lend me none of his books.—16. I will go, if the weather is not unpleasant.

## 552. EXERCISE.

(See 445—450, 452—455, and 457—459.)

1. He was lent a ball.—2. Who did you send for the letter?—  
3. You and him are quite intimate.—4. I saw thou yesterday.—  
5. Did thee see me?—6. The man who you sent for has come.—  
7. I hope thee will succeed.—8. Who did you speak to?—9. What are you thinking of?—10. She was visited by, and explained it to her friend.—11. She sent for, and had a consultation with, Dr. B.—  
12. He was given a handsome book by his mother.—13. The man who you have engaged to put the coal in the cellar is waiting for you.—14. Who were you with? I was with my cousin.—15. She was feeding, when you wanted her, the hogs.—16. He was riding, when we saw him, with his sister.

## 553. EXERCISE.

(See 501—531.)

1. That beats all that he had ever done before.—2. Be you going to town this morning?—3. When do you expect to go? Well, I reckon I will be ready by the middle of next week.—4. He fired a big stone at me, and was like to have struck me on the head.—

5. How is your brother? Not much better; he has been very bad all night.—6. Since you have got to do it, you had better set to work, and do it at once.—7. He made me so mad that I felt like insulting him.—8. I guess you had better not let on that you know anything about it.

### 554. EXERCISE.

(See 501—531.)

1. If you don't stop firing stones I will lick you.—2. He made a heap of money, but he soon lost it.—3. He thinks that if he does like you he will succeed.—4. Did you learn him how to play that game?—5. Which of the two armies was whipped?—6. By whom were you attacked?—7. You seem to be mighty particular.—8. I can never tell them three brothers apart.—9. Don't take on, he won't be so bad when he has slept a little while.—10. She is dreadful handsome, but I do not like her.—11. You have quite a farm.—12. That pudding is right good.—13. Set down, you must be tired.—14. How are you? I am not right well; I think I will lay down and take a little sleep.—15. Lie that child in his cradle.—16. He is very badly in love with her.

### 555. GENERAL EXERCISE IN REVIEW.

1. I didn't see none.—2. I done it, but you musn't let on that you know it.—3. Did you say that it was me who had done it.—4. I losed my knife yesterday morning.—5. I am very happy to hear that you are quite recovered.—6. Whom told her that it was him? Not me.—7. It wasn't us who said anything about it.—8. Him who said so must have knowed very little about it.—9. Did you not see that handsome white lady's shawl?—10. William, he said that he would be sure to be back again this evening.—11. None of his beautiful furniture were saved from the fire.—12. A heap of ruins were all that remained of that magnificent city.—13. John, William, and Henry's caps were bought at the same store.—14. On the death of Richard there were two claimants of the English throne; John, who took immediate possession, and Arthur of Brittany, his nephew, son of Geoffrey Plantagenet, an

elder brother; he defeated the forces of Arthur, &c.—15. The wise sages of antiquity.—16. She is excellent good woman.—17. Be quick, and be sure that you don't be long.—18. Lie that book on the table, and come quick and help me, or these plates will sure be broke.—19. Lewis is a too advanced boy for so young a boy that he is.—20. She certainly is the most amiablest lady in this village.—21. Them apples must be ripe.—22. His child was two month old yesterday.—23. Neither you or she will be invited to that party.—24. One of the boys were here.—25. He divided it between him and I.—26. To be charged with crime were worse than death.—27. Whom did I say should read next?—28. A hour had passed.—29. You must speak louder.—30. "The war is ended," says he, "and the regiment is ordered home."—31. I dared him to do it.—32. When was you there?—33. I seen him done it.—34. It was me.—35. You have drank all the water in the glass.—36. I laid down, but resteth not.—37. He dared not take the leap, although the stream was not more than six foot wide.—38. It was him that I invited to go.—39. It was tore when I got it.—40. I begun it, and intended to have finished it before you come.—41. They have went to England.—42. The President, he was elected by an overwhelming majority.—43. Him who you seek is in the garden.—44. It is too common with mankind to be engrossed and overcome totally by present events.—45. The committee was divided in its opinion, but finally handed in their verdict.—46. It was wrote.—47. He who I punished is in the classroom.—48. What went ye out for to see?—49. Real wealth is knowledge and wisdom.—50. The lawyers, they always depend a great deal on the powers of oratory.—51. A great many of the discoveries of European nations have been made by the Venetians.—52. The country people are always wishing to come and live in town, and the city people are always longing for the country.—53. I waited for a whole hour, but he did not return.—54. Mary bought five pound of beef for to-morrow's dinner.—55. The prince's army was defeated, and was compelled to retreat, and to make a retrograde movement, which proved very beneficial and advantageous to the enemy.—56. These sort of people think that they can do anything with impunity.—57. She is the most intelligentest little girl in the school.—58. Your table is not much larger than

mine.—59. I know that she sings and plays good, but I do not think that she dresses becoming or tasteful.—60. Where did you find them nuts?—61. He didn't say nothing about it.—62. Them who told you that it was us must have been mistaken.—63. My wife and me have resolved to leave this place.—64. Who have you sent them to?—65. It was him who told it to us.—66. The woman which was sick.—67. The cook, she says that dinner will soon be ready.—68. Was you with me when I received that letter?—69. The intensity of the cold, and not the fear of being surrounded by the enemy, were the cause of Napoleon's retreat from Moscow.—70. The whole city, with all the wealth it contained, was destroyed.—71. I seen him yesterday.—72. She begun to regret having done it.—73. He run a race with us.—74. The tree was blowed down by the wind.—75. I am right tired, and will go and lay down.—76. Our father-in-laws are determined to insult us.—77. The news from the provinces are remarkable warlike; they consist in government despatches and letters.—78. Every one have been here, but has now left.—79. I wished to have seen him, but he had laid down.—80. I set and waited, but soon seen it was useless.—81. Lord Raglan, with all his staff, was exposed to the fire of the Russian batteries.—82. It is laying on the table.—83. I bid you to bring it to me.—84. Lie it down, and touch it if you dare.—85. I seen her to-day, and she bid me to tell you that she was learning fast.—86. When I come in they was all went home.—87. Neither they nor I are sufficient strong to do it.—88. Neither he or I is the person you are seeking.—89. He and I studied together, but they did not graduate at the same time.—90. Sister, divide it between him and I, and reserve a piece for yourself.—91. What is it thou wants, and what shalt I do for thou?—92. Who have I to depend on but thee?—93. Broke is the goblet, and wasted the wine.—94. He bursted open the door, and entered unceremonious.—95. The bride or the bridegroom will invite me to their wedding.—96. He or his partner will assist me, for they were intimate friends of my father's.—97. He keepped my book so long that I have not been able to study my lesson.—98. After he had stole the money he leaved the country.—99. Aren't you glad that he is going?—100. He has taken my letter, and wont give it to me back again.

## ORTHOGRAPHY.

What is Orthography?

**556.** Orthography is that part of grammar which treats of letters, of their sounds, and of their combinations into syllables and words.

What is a letter?

**557.** A letter is a character used in writing or printing, to represent an elementary sound.

How many letters are there in the English language?

**558.** The English alphabet contains twenty-six letters, namely:

| Roman. | Italic.     | Old English. |
|--------|-------------|--------------|
| A a.   | <i>A a.</i> | Æ a.         |
| B b.   | <i>B b.</i> | Ɓ b.         |
| C c.   | <i>C c.</i> | Ƈ c.         |
| D d.   | <i>D d.</i> | Ɗ d.         |
| E e.   | <i>E e.</i> | Ǝ e.         |
| F f.   | <i>F f.</i> | Ƒ f.         |
| G g.   | <i>G g.</i> | Ɠ g.         |
| H h.   | <i>H h.</i> | ƥ h.         |
| I i.   | <i>I i.</i> | ƙ i.         |
| J j.   | <i>J j.</i> | ȝ j.         |
| K k.   | <i>K k.</i> | ƕ k.         |
| L l.   | <i>L l.</i> | ȝ l.         |
| M m.   | <i>M m.</i> | ƿ m.         |
| N n.   | <i>N n.</i> | ƚ n.         |
| O o.   | <i>O o.</i> | ƿ o.         |



| Roman. | Italic.     | Old English. |
|--------|-------------|--------------|
| P p    | <i>P p.</i> | Ʒ p.         |
| Q q.   | <i>Q q.</i> | Ɔ q.         |
| R r.   | <i>R r.</i> | ƿ r.         |
| S s.   | <i>S s.</i> | ſ s.         |
| T t.   | <i>T t.</i> | ƿ t.         |
| U u.   | <i>U u.</i> | u u.         |
| V v.   | <i>V v.</i> | ƿ v.         |
| W w.   | <i>W w.</i> | w w.         |
| X x.   | <i>X x.</i> | x x.         |
| Y y.   | <i>Y y.</i> | y y.         |
| Z z.   | <i>Z z.</i> | z z.         |

How are letters divided ?

**559.** Letters are divided into two classes ; vowels and consonants.

What is a vowel ?

**560.** A vowel is a letter which represents a perfect sound, and which can be uttered without the assistance of any other letter ; as, *a, o, u.*

What is a consonant ?

**561.** A consonant is a letter which does not of itself represent a perfect sound, but which is added to vowels to indicate the way in which they should be uttered, whether it be through palatal, lingual, dental, labial, nasal, or guttural instrumentality.

## VOWELS.

Give the vowels.

**562.** The vowels are *a, e, i, o, u,* and sometimes *w* and *y.*

What is a diphthong ?

**563.** A diphthong is the union of two vowels in one



sound; diphthongs are of two kinds, proper and improper.

What is the difference between a proper and an improper diphthong?

**564.** A proper diphthong is one in which both vowels are sounded; as, *oi* in *loin*. An improper diphthong is one in which only one vowel is sounded; as, *oa* in *loaf*.

How many diphthongs are there in the English language?

**565.** There are but two proper diphthongs: *oi* and *ou*. The improper are numerous, but as they have the sound of single vowels, they need not be enumerated.

What is a triphthong?

**566.** A triphthong is the union of three vowels in one sound. It is proper when the three vowels are sounded; as, *uoy* in *buoy*; and improper when one or two of the vowels are silent, as in *adieu*.

### 567. SOUNDS OF THE VOWELS.

What are the simple sounds of *a*, of *e*, of *i*, of *o*, of *u*?

*A* has five sounds, as in *fare*, *fate*, *fat*, *far*, *fall*.

*E* has two sounds, as in *me*, *met*.

*I* has two sounds, as in *pine*, *pin*.

*O* has four sounds, as in *no*, *not*, *nor*, *move*.

*U* has three sounds, as in *mule*, *tub*, *bull*.

When *w* and *y* are vowels, they have exactly the same sound as *u* and *i* would have in the same situation; as, *crew*, *slew*, *system*, *justify*.

Have the vowels any other sounds than those already mentioned?

**568.** Besides the simple sounds enumerated, the vowels admit of the following variations of sound:

*A* has a sound intermediate between the *a* in *that*, and the *a* in *father*; as in *grass*. It also has the sound of *o* short, as in *what*; and that of *e* short, as in *many*.

*E* has sometimes the sound of *u*, as in *fern*, *alert*. It also has the sound of *a* in *care*, as in *there*, *where*; and that of short *i*, as in *England*.

*I* has sometimes the sound of long *e*, as in *machine*, *profile*; and the sound of *e* in *mercy*, as in *bird*, *fir*, *affirm*; and the consonant sound of *y*, as in *alien*, *union*.

*O* has sometimes: 1st. The sound of *e* in *fern*, as in *world*. 2d. The sound of short *i*, as in *women*. 3d. The sound of short *u*, as in *done*, *son*. 4th. The sound of *u* in full, as in *wolf*.

*U* has sometimes the sound of short *e*, as in *bury*; and the sound of short *i*, as in *busy*.

What are the sounds of the diphthongs, *oi*, *oy*, *ou*, *ow*?

**569.** *Oi* and *oy* have but one sound, as in *loin*. *Ou* and *ow* have but one sound, as in *loud*.

## CONSONANTS.

Give the consonants.

**570.** The consonants are: *B*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *x*, *z*, and sometimes *w* and *y*.

Into what two classes are consonants divided?

**571.** Consonants are divided into mutes and semi-vowels.

Name the mutes.

**572.** The mutes are *p*, *b*, *d*, *t*, *k*, and *c* and *g* hard.

Name the semi-vowels.

**573.** The semi-vowels are *f*, *l*, *m*, *n*, *r*, *s*, *v*, *x*, *y*, and *c* and *g* soft.

What is the difference between the mutes and semi-vowels?

**574.** In uttering the mutes, the voice is stopped short, as in *ap*, *ad*, *at*; while in uttering the semi-vowels, the voice may be prolonged, as in *af*, *al*, *am*.

SOUNDS OF THE CONSONANTS.

What is the sound of the letter *b*?

**575.** *B* has but one sound, as in *baker*, *number*, *rhubarb*; and is sometimes silent, as in *debtor*, *plumb*.

What are the sounds of *c*?

**576.** *C* has two sounds: one hard like *k*, as in *cat*, *cold*, *cure*, &c.; the other soft like *s*, as in *centre*, *civil*, *mercy*, &c.

*C* is hard before *a*, *o*, *u*, before a consonant, and at the end of a syllable; as in *cardinal*, *craft*, *victim*, &c.

*C* is soft before *e*, *i*, *y*. Before *e*, *i*, *y*, followed by another vowel, *c* has the sound of *sh*, as in *ocean*.

*Ch* has the sound of *tsh* in words purely English, as in *chin*; but in words derived from the French, it has the sound of *sh*, as in *chaise*; in words derived from the Hebrew, Greek, and other ancient languages, it has the sound of *k*, as in *chorus*, *Chaldee*.

*Ch* in *arch*, before a consonant, has the sound of *tsh*, as in *Archbishop*; but when *arch* comes before a vowel, it has sometimes the sound of *k*, as in *arch-enemy*, *arch-angel*.

What is the sound of *d*?

**577.** *D* is sounded as in *death*, *bandage*; except at the end of words, when it sometimes has the sound of *t*, as in *stuffed*, *tripped*, &c.

What is the sound of *f*?

**578.** *F* is sounded as in *from*, *fancy*, &c. In the word *of* it has the sound of *v*.

What are the sounds of *g*?

**579.** *G* has two sounds: one hard, as in *gay*, *go*, &c.; the other soft, as in *gem*, *giant*.

*G* is hard before *a*, *o*, *u*, before a consonant, and at the end of a syllable; and is generally soft before *e*, *i*, *y*.

Before *n*, *g* is frequently mute, as in *gnash*; *gn* has a peculiar sound, as in *ring*.

*Gh*, at the beginning of a word, has the sound of the hard *g*, as in *ghost*; in the middle, and sometimes at the end of a word, it is quite silent, as in *right*, *plough*, &c.

What is the sound of *h*?

**580.** *H* has but one sound, as in *hat*, *horse*; it is often silent, as in *hour*.

What is the sound of *j*?

**581.** *J* has the same sound as *g* soft; except in *hallelujah*, where it has the sound of *y*.

What is the sound of *k*?

**582.** *K* has the sound of *c* hard, as in *king*, *keep*; but is always silent before *n*, as in *knife*, *knocker*, &c.

What is the sound of *l*?

**583.** *L* has always a soft liquid sound, as in *love*, *billows*; it is sometimes silent, as in *half*, *talk*, &c.

What is the sound of *m*?

**584.** *M* has but one sound, as in *map*, *murmur*, &c.

What are the sounds of *n*?

**585.** *N* has two sounds: one pure, as in *man*, *net*, *noble*, &c.; and the other ringing, as in *bank*, *thank*, &c. *N* is silent when it ends a syllable, and is preceded by *m*, as in *hymn*.

What is the sound of *p*?

586. *P* has but one sound, as in *pistol*, *pill*; except in *cup-board*, where it has the sound of *b*. *P* is sometimes silent; as in *psalm*, *Ptolemy*, &c.

*Ph* has generally the sound of *f*; as in *philosophy*, *Philip*, &c. In *nephew*, *Stephen*, &c., *ph* has the sound of *v*.

What is the sound of *q*?

587. *Q* has the sound of *k*, and is always followed by *u*; as in *queen*, *conquer*, &c.

What are the sounds of *r*?

588. *R* has two sounds: one rough, as in *Rome*, *river*, &c.; and the other soft, as in *bar*, *far*, &c.

What are the sounds of *s*?

589. *S*, at the beginning, and in the body of a word, when it is not between two vowels, has a hissing sound; as in *sister*, *blessing*, &c. But at the end of a word, and when it is between vowels, it has the sound of *z*; as in *was*, *trees*, *rosy*, *amuse*, &c. *S* has sometimes the sound of *sh*, as in *sugar*; sometimes of *zh*, as in *pleasure*: and is sometimes silent, as in *island*, *viscount*, &c.

What are the sounds of *t*?

590. *T* generally sounds, as in *time*. Before *u*, when the accent precedes, it sounds like *tch*: as in *nature*, *tor-ture*, &c. *Ti*, before a vowel, has the sound of *sh*: as in *constitution*.

*Th* has two sounds: one soft, as in *thus*, *father*: and the other sharp, as in *thing*, *thought*, &c.

What is the sound of *v*?

591. *V* has but one sound, as in *vain*.

What is the sound of *w*?

**592.** *W* has nearly the sound of *oo*, as in *water*. *W* is always silent before *r*, as in *wrong*, *wry*: and frequently in other instances. Before *h*, *w* is pronounced as if it were after it, as in *whale*.

What are the sounds of *x*?

**593.** *X* has generally the sound of *gs*, as in *exert*, *exist*, &c. When *x* ends an accented syllable, it has the sound *ks*: as in *exit*, *exercise*, &c. At the beginning of proper names of Greek origin, *x* has the sound of *z*: as *Xenophon*, *Xerxes*, &c.

What is the sound of *y*?

**594.** *Y*, when a consonant, has nearly the sound of *ee*: as in *Yes*, *York*.

What is the sound of *z*?

**595.** *Z* generally sounds as in *zeal*.

## SYLLABLES.

What is a syllable?

**596.** A syllable is a sound pronounced by a single impulse of the voice; as, *hat*, *hat-ter*.

What is a monosyllable, a dissyllable, a trisyllable, a polysyllable?

**597.** A word of but one syllable is called a monosyllable; of two syllables, a dissyllable; of three syllables, a trisyllable; and of four or more syllables, a polysyllable.



# DERIVATION OF WORDS.\*

What is a primitive word?

**598.** A primitive or radical word is one which is not derived from any other word; as, *cloud, joy*.

What is a derivative word?

**599.** A derivative word is one which is formed by adding some letter or syllable to a primitive word to modify its meaning; as, *cloudy, joyless*.

What is a compound word?

**600.** A compound word is one formed by uniting two or more entire words; as, *thunder-cloud, landlord*.

## PREFIXES.

What is a prefix?

**601.** A prefix is that part of a derivative word which is placed before the primitive; as, *entomb, unwise*.

From what languages are the prefixes derived?

**602.** The prefixes are principally derived from the Saxon, the Latin, and the Greek.

### 603. PREFIXES OF SAXON ORIGIN.

| <i>Prefix.</i> | <i>Signification.</i>         | <i>Example.</i>              |
|----------------|-------------------------------|------------------------------|
| A.....         | On or in.....                 | Aboard, aground.             |
| Be.....        | About, before, near, on, over | Bestir, bespeak, besprinkle. |
| For.....       | Against, not, from.....       | Forbid.                      |

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\* The derivation of words seems to belong both to etymology and orthography. It belongs to the former, inasmuch as it refers to the classification and application of words; and to the latter, inasmuch as it refers to the combination of letters and syllables into words. For the sake of convenience, we will treat of this subject in the present chapter.



| <i>Prefix.</i> | <i>Signification.</i>            | <i>Example.</i>             |
|----------------|----------------------------------|-----------------------------|
| Fore.....      | <i>Before.....</i>               | <i>Foretell, forestall.</i> |
| Mis .....      | <i>Defect, wrong.....</i>        | <i>Misuse, mistake.</i>     |
| Over.....      | <i>Above, beyond .....</i>       | <i>Overdo, overcome.</i>    |
| Out.....       | <i>Beyond, more .....</i>        | <i>Outrun, outdo.</i>       |
| Un.....        | <i>Not.....</i>                  | <i>Uncommon.</i>            |
| Under .....    | <i>Beneath .....</i>             | <i>Undergo.</i>             |
| Up.....        | <i>Above, up, subversion....</i> | <i>Uphold, upset.</i>       |
| With.....      | <i>Against, from.....</i>        | <i>Withhold, withdraw.</i>  |

## 604. PREFIXES OF LATIN ORIGIN.

| <i>Prefix.</i> | <i>Signification.</i>        | <i>Example.</i>                |
|----------------|------------------------------|--------------------------------|
| A, ab, abs...  | <i>From, away.....</i>       | <i>Abstract.</i>               |
| *Ad.....       | <i>To, at, towards .....</i> | <i>Adjoin, approach.</i>       |
| Ante .....     | <i>Before.....</i>           | <i>Antedate.</i>               |
| Bene .....     | <i>Good, well .....</i>      | <i>Benevolent.</i>             |
| Bis or bi....  | <i>Twice, two .....</i>      | <i>Biped.</i>                  |
| Circum .....   | <i>Around, about.....</i>    | <i>Circumnavigate.</i>         |
| Cis.....       | <i>On this side.....</i>     | <i>Cisalpine.</i>              |
| *Con .....     | <i>Together, with ... ..</i> | <i>Convoke.</i>                |
| Contra.....    | <i>Against .....</i>         | <i>Contradict.</i>             |
| De .....       | <i>From, down .....</i>      | <i>Detract, dethrone.</i>      |
| *Dis, di....   | <i>Asunder .....</i>         | <i>Disjoint, distract.</i>     |
| *E (ex)....    | <i>Out of, from .....</i>    | <i>Expel, evacuate.</i>        |
| Equi.....      | <i>Equal .....</i>           | <i>Equidistant.</i>            |
| Extra.....     | <i>Beyond .....</i>          | <i>Extraordinary.</i>          |
| *In.....       | <i>In, into, not .....</i>   | <i>Inactive, inconclusive.</i> |
| Inter .....    | <i>Between .....</i>         | <i>Intervene.</i>              |
| Intro .....    | <i>In, within .....</i>      | <i>Introduce.</i>              |
| Juxta .....    | <i>Near .....</i>            | <i>Juxtaposition.</i>          |
| Manu.....      | <i>With the hand .....</i>   | <i>Manuscript.</i>             |
| Multi.....     | <i>Many .....</i>            | <i>Multitude.</i>              |

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\* In order to render the sound more agreeable, *ad*, and several other prefixes, change or omit their final letters, so as to harmonise with the first letter of the primitive word to which they are joined. Those subject to such changes are marked with an asterisk.

| <i>Prefix.</i> | <i>Signification.</i>             | <i>Example.</i>           |
|----------------|-----------------------------------|---------------------------|
| Non.....       | <i>Not</i> .....                  | <i>Nonconformist.</i>     |
| *Ob.....       | <i>Against</i> .....              | <i>Obstacle.</i>          |
| Omni.....      | <i>All</i> .....                  | <i>Omnipotent.</i>        |
| Per.....       | <i>Thoroughly, by</i> .....       | <i>Perfect.</i>           |
| Post.....      | <i>After</i> .....                | <i>Postscript.</i>        |
| Pre.....       | <i>Before</i> .....               | <i>Precede.</i>           |
| Pro.....       | <i>For, forth, forwards</i> ..... | <i>Pronoun, progress.</i> |
| Preter.....    | <i>Past, beyond</i> .....         | <i>Preternatural.</i>     |
| *Re.....       | <i>Back, again</i> .....          | <i>Refit, resume.</i>     |
| Retro.....     | <i>Backwards</i> .....            | <i>Retrograde.</i>        |
| Se.....        | <i>Apart, without</i> .....       | <i>Select.</i>            |
| Sine.....      | <i>Without</i> .....              | <i>Sinecure.</i>          |
| *Sub.....      | <i>Under</i> .....                | <i>Subscribe.</i>         |
| Super.....     | <i>Over, beyond</i> .....         | <i>Supercargo.</i>        |
| Trans.....     | <i>Over, change</i> .....         | <i>Transplant.</i>        |
| Uni.....       | <i>One</i> .....                  | <i>Uniform.</i>           |

# 605. PREFIXES OF GREEK ORIGIN.

| <i>Prefix.</i> | <i>Signification.</i>        | <i>Example.</i>                |
|----------------|------------------------------|--------------------------------|
| A or an.....   | <i>Without</i> .....         | <i>Anonymous.</i>              |
| Amphi.....     | <i>Both, double</i> .....    | <i>Amphitheatre.</i>           |
| Ana.....       | <i>Through, up</i> .....     | <i>Anatomy.</i>                |
| Anti.....      | <i>Against</i> .....         | <i>Antidote.</i>               |
| Apo, ap.....   | <i>From</i> .....            | <i>Apogee.</i>                 |
| Dia.....       | <i>Through</i> .....         | <i>Diameter.</i>               |
| Epi.....       | <i>Upon</i> .....            | <i>Epitaph.</i>                |
| Hyper.....     | <i>Over, above</i> .....     | <i>Hypercritical.</i>          |
| Hypo.....      | <i>Under</i> .....           | <i>Hypocrite.</i>              |
| Meta.....      | <i>Change</i> .....          | <i>Metamorphosis.</i>          |
| Mono.....      | <i>One, single</i> .....     | <i>Monosyllable.</i>           |
| Para.....      | <i>Beyond, against</i> ..... | <i>Paradox.</i>                |
| Peri.....      | <i>Around</i> .....          | <i>Peristyle.</i>              |
| Poly.....      | <i>Many, several</i> .....   | <i>Polygamy.</i>               |
| Semi, hemi..   | <i>Half</i> .....            | <i>Semicircle, hemisphere.</i> |
| *Syn.....      | <i>Together, with</i> .....  | <i>Synod, sympathy.</i>        |

What is a suffix ?

**606.** A suffix is that part of a derivative word which is placed after the primitive ; as, Life-*less*, skil-*ful*.

### 607. LIST OF THE PRINCIPAL SUFFIXES

| <i>Suffix.</i>   | <i>Signification.</i>                | <i>Example.</i>  |
|--|--------------------------------------|--|
| Ant, ar, ard, ary,<br>eer, er, ee, ent,<br>ist, ite, ian, ive,<br>or, ner, ster, yer,<br>zen .....   | The person who....                   | Guardian, Ameri-<br>can, beggar, ser-<br>vant, baker, ad-<br>versary, mortga-<br>gee, president,<br>lawyer, citizen.                           |
| Age, acy, ance, ancy,<br>al, ade, dom, ency,<br>ence, ety, hood,<br>ion, ism, ice, ment,<br>mony, ness, ry,<br>ship, th, ude,<br>(tude), ty, ure, ric. | The act or state of<br>being.....    | Privacy, justice,<br>truth, bondage,<br>repentance, girl-<br>hood, scholarship,<br>despotism, king-<br>dom, novelty, re-<br>fusals, bishopric. |
| Ac, al, an, ar, ary,<br>ate, en, ic, ile, ine,<br>ory, ose, ful, cy, y.  | Pertaining to or<br>abounding in.... | Autumnal, moun-<br>tainous, republi-<br>can, consular, af-<br>fectionate, infan-<br>tile.  |
| Ate, en, fy, ish, ise,<br>ize .....  | To cause, to make..                  | Alienate, justify,<br>brighten, civilize.  |
| Cle, cule, kin, let,<br>ling, ock.....   | Small, minute .....                  | Animalcula, eaglet,<br>lambkin, duck-<br>ling, hillock.  |
| Ive.....   | Tending to.....                      | Delusive.  |
| Ward .....   | Towards .....                        | Southward.   |
| Less.....  | Without .....                        | Joyless.   |
| Ics.....   | Science of.....                      | Mathematics.   |
| Ish.....   | Somewhat.....                        | Whitish.   |
| Like .....   | Resembling .....                     | Warlike.   |
| Ly .....   | In manner .....                      | Lively.  |
| Able or ible .....   | Capable of .....                     | Loveable.  |

### 608. EXERCISE ON THE PREFIXES.

Add to the following roots all the prefixes which may appropriately be joined to them, and tell the meaning of the words so formed :

Jure (*to swear*), claim (*to call, to speak*), cede (*to yield, to move*), cept (*to take*), duce (*to lead, to draw*), vert (*to turn*), flux (*to flow*), gress (*to go*), port (*to carry*), vention (*act of coming or going*), sure, join, volve (*to roll, to turn*), bine (*to join*), pose (*to set, to lay*), strain (*to bind*), still (*to drop*), script (*a writing*), serve (*to keep, to hold*), form (*to make*), suade (*to urge*), pel (*to drive*), verse (*to turn*).

### 609. EXERCISE ON THE SUFFIXES.

Add to the following roots all the suffixes which may appropriately be joined to them, and tell the meaning of the words so formed :

Equal, mix, depart, firm, quiet, child, spirit, law, system, charge, social, figure, animate, cloud, value, duke, lumin (*light*), profess, serve, print, grand.

## SPELLING.

What is spelling ?

**610.** Spelling is the art of combining letters into syllables and words.

What are the principal rules for spelling ?

### RULE I.

**611.** Monosyllables ending in *f*, *l*, or *s*, preceded by a single vowel, double the final consonant ; as, *Muff*, *bell*, *miss*, &c.

EXCEPTIONS. — *If*, *of*, *as*, *gas*, *has*, *was*, *is*, *his*, *this*, *pus*, *us*, and *thus*.

## 612. EXERCISE.

Correct the following :

1. He can not spel halff so wel as his sister.—2. You must not go out while the gras is wet.—3. He escaped, but many of the officers of his staf were killed.—4. After the fal of the Roman empire the world seemed to be plunged in hopeless barbarism.

## RULE II.

613. Words ending in any other consonant than *f*, *l*, or *s*, do not double the final letter ; as, *Rat*, *mad*, *up*, *pin*, &c.

EXCEPTIONS.—*Add*, *odd*, *ebb*, *egg*, *inn*, *bunn*, *err*, *burr*, *purrr*, *butt*, *buzz*, and *fuzz*.

## 614. EXERCISE.

Correct the following :

1. Lombardy embraced most of the great plain of northern Italy.—2. Cicero was putt to death by order of Antony.—3. Borodino is a smal village about seventy miles south-west from Moscow.—4. The military events of 1795 were of much les importance than those of the preceding year.—5. It was nearly dark, and they hadd tenn miles to walk before reaching the in.—6. We had boiled eggs for breakfast.—7. The first carrs were dashed to pieces.

## RULE III.

615. When words ending in *y* assume an additional letter or syllable, the *y* is generally changed into *i*, if it be preceded by a consonant ; as, *Happy*, *happier*, *happiest*, *happily*, *happiness* ; *spy*, *spies* ; *I carry*, *thou carriest*, *he carries* ; *carrier*, &c.

EXCEPTIONS.—1st. The *y* is retained before *ing* ; as,

*Carrying, spying, &c.* ; 2d. The *y* is retained if it be preceded by a vowel ; as, *Boy, boyish, boyhood ; joy, joyless, joyful, &c.* Except *lay, pay, say*, which make *laid, paid, said* ; and *day*, which makes *daily*.

## 616. EXERCISE.

Correct the following :

1. The ship was too heavily laden.—2. Formidable conspiracys existed in Ireland.—3. He remained joiless and alone.—4. The battle of Borodino was one of the bloodyest in the war.—5. I payd three dollars for the draiage of your luggage.—6. He resumed his march with the earlyest dawn of day.—7. I only mett two ladies and three boys.

## RULE IV.

**617.** Monosyllables, and words accented on the last syllable, ending with a single consonant, preceded by a single vowel, double that consonant when they assume another syllable beginning with a vowel ; as, *Wit, witty ; thin, thinnish ; begin, beginner, &c.*

But if a diphthong precede, or the accent be not on the last syllable, the consonant remains single ; as, *Toil, toiling ; travel, traveling ; maid, maiden, &c.*

## 618. EXERCISE.

Correct the following :

1. They were attacked by robbers, and striped of all they had.—2. He was taken prisonner by the Russians.—3. We were admitted into the presence of the emperor.—4. Refering to that unfortunate affair, he said : “ I had planed no such war, and abhored the men who drove me to it against my will.”—5. The shiping in the port of New York, &c.—6. There wass matting in the hall and carpet in the parlor.



## RULE V.

619. Words ending in *ll* drop an *l* before *less* or *ly*; as, *Full, fully*; *skill, skillless*, &c. One *l* is also generally dropped before *ness*, and *ful*, or when a simple word ending in *ll* is joined to another word;\* as, *Full, fulness*; *skill, skilful*; *all, already*; *will, wilful*, &c.

Words ending in any other letter than *ll*, generally preserve the letter double before *less*, *ly*, *ness*, or *ful*, or on being compounded; as, *Careless, carelessness, carelessly*; *stiff, stiffness, stiffly*; *success, successful*; *glass, glass-house*; *grass, grasshopper*, &c.

## 620. EXERCISE.

Correct the following:

1. He is so willful that nothing can induce him to make any change in his projects.—2. I am fuly determined to do it.—3. She is sometimes so odly dressed that everybody laughs at her.—4. The king of Saxony remainned faithfull to Napoleon untill the last moment.—5. I allways like to see children enjoy themselves.—6. He threw a handfull of sand in my face.—7. He willfully resigned his crown.

## RULE VI.

621. If *ness*, *less*, *ly*, *ful*, or *ment*, be added to words ending in silent *e*, the *e* is generally retained; as, *Pale, paleness*; *peace, peaceless, peaceful*; *excite, excitement*, &c.

EXCEPTIONS.—*Duly, truly, awful, judgment, abridgment, acknowledgment*, and a few others.

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\* According to some authors, the *ll* should be preserved before *ness* and *ful*, and in compound words, whenever the accent is upon the syllable to which the *ll* belongs; as, *Fulfill, willful, recall*, &c.



622. EXERCISE.

Correct the following :

1. He has made some changes in his arrangements.—2. The carnage was truly awful.—3. Any infringement of this rule will be severely punished.—4. Although he is perfectly harmless, he has made himself hateful to all who know him.—5. You tire me with that ceaseless talk and constant restlessness.

R U L E V I I.

623. If *able*, *ible*, *ing*, or *ish*, be added to words ending in silent *e*, the *e* is generally dropped; as, *Blame*, *blamable*; *cure*, *curable*; *sense*, *sensible*; *lodge*, *lodging*; *face*, *facing*; *slave*, *slavish*; *prude*, *prudish*, &c.

EXCEPTION.—If the *e* be preceded by *c* or *g* soft, it is retained before *able*; as, *Change*, *changeable*; *peace*, *peaceable*, &c.

624. EXERCISE.

Correct the following :

1. His ruling passion was ambition.—2. Judging from what he says, his wife must have been a very loveable woman.—3. She is a lovely girl.—4. Forcing his way through the lines of the enemy, he succeeded in rejoining the army.—5. His horse is of a whiteish color.

625. MISCELLANEOUS EXERCISES ON ORTHOGRAPHY.

Correct the following :

1. At the head of the confederacy of the Franks was Charles Martel, who, collecting his forces, met Abdelrahman on the plains off Poitiers, and, after six days' skirmishing, engaged on the seventh in that fearful battle that was to decide the fate of Europe. In the light skirmishing the archers of the East maintained the advantage; but in the close onset of the deadly strife, the Ger-

man auxiliaries of Charles, graspeing their ponderous swords with "stout hearts and iron hands," stood to the shock like wals of stone, and beat down the light-armed Arabs with terrific slaughter. Abdelrahman and three hundred and seventy-five thousand of his followers were slain. The Arabs never resumed the conquest of Gaul, and Europe to this day owes its civil and religious freedom to the victory gained over the Saracens before Poitiers, by Charles, the *Hammer*, which shattered the Saracen forces.—2. Spain was then layed waste by the English, who termed themselves the allies of that unfortunate country.—3. Falling suddenly upon the enemy, the Spartans penetrated to the very centre of the Persian host, slaiing two brothers of Xerxes, &c.—4. The power of Carthage fel before that of Rome.—5. Ad not falsehood to your other sinns.—6. They are allways busily engaged.—7. They were payd, and joiffully returned home.—8. In the fullness of his joy, the natural stifness of his character was relaxed.—9. His palness frightened me; he was in such a state of nervous excitment that I feared he would lose his reason.—10. He is of Swedeish origin.—11. It was twelve o'clock when I reached my lodgeings.—12. The following letter from General Moreau was addressed to his wife a few hours before his death: "My dearest—At the battle of Dresden, three days ago, I had both my legs carryed off by a cannon bal. That rascal Bonaparte is always fortunate. They have performed the amputation as wel as possible. Though the army has made a retrograde movment, it is by no means a reverse, but of design to draw nearer to General Blucher. Excuse my scrawl. I love and embrace you with my whole heart."—13. The Saxons were a people off Germany, whose original seat appears to have been on the neck of the Cimbric peninsula; they were a nation of fishermen and pirates, and, after having extended their depredations to the coasts of Britain and Gaul, they were joined by numerous auxiliaries from the shores of the Baltic, who gradually incorporated themselves with the Saxons. In the early part of the fifth century almost al these barbarians were converted to Christianity; and half a century later they hadd obtained a permanent establishment in Britain.—14. The conspirators rushed upon him, and Cæsar fel, pierced with twenty-three wounds.

## PUNCTUATION.

What is punctuation ?

**626.** Punctuation is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, in order to mark the different pauses which the sense and an accurate pronunciation require.

What are the principal points, or marks ?

**627.** The principal points are :

The comma ( , ), which denotes the shortest pause.

The semicolon ( ; ), which denotes a pause double that of the comma.

The colon ( : ), which denotes a pause double that of the semicolon.

The period ( . ), which denotes a pause double that of the colon.

The dash ( — ), which denotes an unexpected pause, of variable length.

The note of interrogation ( ? ), which denotes a question.

The note of exclamation ( ! ), which denotes strong or sudden emotion.

## THE COMMA.

What is the rule for the comma ?

**628.** The comma is generally used to divide those parts of a sentence which, though closely connected in sense and construction, require a pause between them ; as, "*He gave the kiss of friendship, and it proved the token of treachery.*"

## OBSERVATIONS.

What remark is made with respect to the punctuation of simple sentences ?

629. In general, no points are requisite between the words of which a simple sentence consists ; as, *Writing was first exhibited on tables of stone.*

Mention the principal exceptions to the above rule.

630. If the sentence be a long one, and the nominative case be accompanied by adjuncts, a comma may be placed before the verb ; as, “ *To be totally indifferent to praise or censure, is a real defect of character.* ”

631. If a clause, not necessary to the sense or construction, be inserted in the body of a sentence, by way of explanation or amplification, that clause should have a comma before and after it ; as, *I remember, WITH GRATITUDE, his goodness to me.*

In what other instances are commas required ?

632. In most compound sentences there is frequent occasion for commas. The following are the most useful rules on the use of the comma, in compound sentences.

633. If two or more nouns occur in the same construction, they should be separated by commas ; as, *My trunk, cane, umbrella, and carpet-bag, were lost.*

634. If two or more adjectives belong to the same noun, they should be separated by commas ; as, *She is a gentle, sensible, religious, and well-educated woman.*

635. If two or more verbs or participles have the same nominative, and immediately follow one another, they should be separated by commas ; as, *In a letter we may*

*advise, exhort, comfort, request, and discuss. She was loved, esteemed, and respected.*

**636.** If two or more adverbs belong to the same word, they should be separated by commas; as, *She spoke gently, modestly, persuasively, and was listened to with attention.*

**637.** If several nouns, adjectives, verbs, participles, or adverbs, be closely connected by conjunctions, no comma is needed; as, *Your father and mother are here. She is good and amiable. I talked and wrote to him. She was much admired and flattered. He speaks correctly and distinctly.*

**638.** If the parts connected be long, a comma should be inserted, though the conjunction be expressed; as, *Intemperance destroys the strength of the body, and the vigor of the mind.*

## THE SEMICOLON.

What is the rule for the semicolon?

**639.** The semicolon is generally used to divide a compound sentence into two or more parts, not so closely connected as those which are separated by a comma; as, *The barbarities of Constantine revived the old spirit of Polish freedom and nationality; and the successful examples of France and Belgium roused the Poles to action.*

## OBSERVATIONS.

What remarks are made with respect to semicolons?

**640.** Several short and complete sentences, depending

on the same clause, should be separated by semicolons ; as, *Luther's labors were gigantic ; his sincerity unimpeached ; his piety enlightened ; his zeal unquenchable.*

**641.** If a clause be added to a complete sentence, by way of inference, explanation, or example, and the two are connected by a conjunction, a semicolon should be placed between them ; as, *Be sure you don't forget it ; for we shall need it.*

**642.** Where such words as *thus, as, &c.*, are used to introduce an example, a semicolon generally separates those words from the previous sentence ; as, *A noun is a word used to represent persons, places, or things ; as, Charles, man, &c.*

## THE COLON.

What is the rule for the colon ?

**643.** The colon is generally used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon, but not so independent as separate, distinct sentences ; as, *Soon after the defection of the Moors of Spain, an independent Saracen monarchy had arisen in Africa proper : this was followed by the establishment of new dynasties in Egypt, &c.*

## OBSERVATIONS.

What remarks are made with respect to colons ?

**644.** A colon should be used when several semicolons have preceded, and a still greater pause is necessary, in order to mark the connecting or concluding sentiment ;



as, “*A divine Legislator, uttering his voice from heaven ; an almighty Governor, stretching forth his arms to punish or reward ; informing us of perpetual rest prepared hereafter for the righteous, and of indignation and wrath awaiting the wicked : these are the considerations which overawe the world, which support integrity, and check guilt.*”

**645.** The colon is used when an example is introduced, without introducing such words as *thus, as, &c.*, or before an enumeration ; as, *Words are divided into nine classes : the article, noun, adjective, &c.*

**646.** A colon is used when a quotation is introduced ; as, *Milton says, speaking of Eve’s eating the forbidden fruit : So saying, her rash hand, in evil hour,  
Forth reaching to the fruit, she plucked, she ate.*

## THE PERIOD.

What is the rule for the period ?

**647.** The period is used to mark the end of a complete and independent sentence ; as, *The German empire comprised a great number of states lying between France and Poland.*

## OBSERVATIONS.

What observation is made with respect to the period ?

**648.** A period should be used after every abbreviated word ; as, *Mr. B. ; 3 o’clock, P. M. ; Mass. ; D. D.*

## THE DASH.

What is the rule for the dash ?

**649.** The dash should be used when a significant pause



is required; when a sentence breaks off abruptly; or when there is an unexpected turn in the sentiment; as, *If thou art he, so much respected once—but oh! how fallen! how degraded! If acting conformably to the rule of our Creator—if promoting the welfare of mankind around us—if securing our own happiness, are objects of the highest moment—then are we loudly called upon to cultivate and extend the great interests of religion and virtue.*

*Here lies the great—False marble, where?  
Nothing but sordid dust lies here.*

## THE NOTE OF INTERROGATION.

What is the rule for the note of interrogation?

**650.** The note of interrogation should be used at the end of all interrogative sentences; as, *Who calls me? Where are you?*

## OBSERVATIONS.

What remarks are made with respect to the interrogations?

**651.** The note of interrogation should not be used after sentences which, though in the form of questions, are merely expressions of admiration, or of some sudden emotion; as, *How often have we been melted to tears by his eloquence!*

## THE NOTE OF EXCLAMATION.

What is the rule for the note of exclamation?

**652.** The note of exclamation should be used after words or sentences expressive of sudden or violent emotion; as, *Hear me, O Lord! Oh! how merciful he was!*

## OTHER CHARACTERS USED IN COMPOSITION.

What is an ( ' ) apostrophe ?

**654.** An apostrophe is a mark used to denote an abbreviation ; as, ' *Tis*, for *it is* ; *tho'*, for *though* ; *lov'd*, for *loved* ; or, to denote the possessive case ; as, *A boy's hat*.

What is a ( ^ ) caret ?

**655.** A caret is a mark used to indicate the place where some word or letter has been left out in writing ; as, *I hope that you will come to see me, and that you will bring your brother.* ^

What is a ( - ) hyphen ?

**656.** A hyphen is a mark used to connect compound words ; as, *Lap-dog, tea-pot*. It is also placed at the end of a line, to show that one or more syllables of the last word are carried to the next line.

What is an accent ?

**657.** An accent is a mark used to indicate syllables which require a particular stress of the voice in pronunciation. In English, accents are mostly restricted to spelling books and dictionaries.

Mention the accents used in the English language.

**658.** The accents used in the English language are :

1st. The ( ' ) acute accent, which denotes close or short vowels, or the rising inflection of the voice.

2d. The ( ` ) grave accent, which denotes open or long vowels, or the falling inflection of the voice.

3d. The ( ^ ) circumflex accent, which denotes open or long vowels.

What are the marks of quantity ?

659. The marks of quantity are :

1st. The ( ^ ) breve, which denotes short syllables ; as, *Abundānt*.

2. The ( - ) macron, which denotes long syllables ; as, *Mournful*.

What is a ( .. ) diæresis ?

660. A diæresis is a mark placed over the latter of two vowels, to show that they are not a diphthong ; as, *Creätor, aërial*.

What is a ( § ) section ?

661. A section is a mark used to divide a chapter or discourse into smaller portions.

What is a ( ¶ ) paragraph ?

662. A paragraph is a mark which denotes the beginning of a new subject, or a sentence not connected with the foregoing.

What is the use of ( “ ” ) quotation marks ?

663. Quotation marks are used to distinguish words which are taken from some other author or speaker ; as, *Alexander, having asked Porus how he wished to be treated : “ As a king,” replied the latter.*

What is the use of the ( { } ) brace ?

664. The brace is used to connect several terms with something to which they are related ; as,

*Nouns* { *common are those, &c.*  
          { *proper are those, &c.*

What is an ( — ) ( \* \* \* \* ) ellipsis ?

665. An ellipsis is a mark which denotes the omission

of some letters or words; as, *L——d B——m*, for *Lord Brougham*; *H\*\*\*y*, for *Henry*.

What is an (☞) index?

**666.** An index is a mark used to point out a remarkable passage, or something that requires particular attention.

What is the use of the (\*) asterisk, the (†) dagger, the (‡) double dagger, and the (||) parallel?

**667.** The asterisk, dagger, double dagger, and parallel are used to refer to marginal notes, or notes at the foot of the page. The letters of the alphabet and figures are used in the same way.

What is the use of the ( ) parenthesis?

**668.** Parentheses are used to inclose a word or clause which is introduced into the body of a sentence, and which may be omitted without injuring the grammatical construction; as, “*Know ye not brethren, (for I speak to them that know the law,) how that the law hath dominion over a man as long as he liveth?*”

What is the use of ([]) brackets?

**669.** Brackets are used to enclose a word or sentence which is introduced to supply some deficiency, or correct some mistake; as, *He [the teacher] said so.*

## 670. EXERCISE.

Correct the following:

1. The feudal government in its best state was a system of oppression which destroyed all feeling of equality between man and man it was admirably calculated when the nobles were united for defence against the assaults of any foreign power but it possessed the feeblest bonds of political union and contained innumerable sources of anarchy.

2. Bolingbroke was not a poet but a man of vast genius a great statesman and a great writer on history and political philosophy but he was unprincipled and intriguing.

3. Soldier awake the night is past  
 Hear'st thou not the bugle's blast  
 Feel'st thou not the dayspring's breath  
 Rouse thee from thy bed of heath  
 Arise thou bold and strong.

4. Clime of the unforgotten brave  
 Whose land from plain to mountain-cave  
 Was Freedom's home or Glory's grave  
 Shrine of the mighty can it be  
 That this is all remains of thee  
 Approach thou craven crouching slave  
 Say is not this Thermopylæ.

### 671. EXERCISE.

Correct the following :

1. To sail on the tranquil surface of an unruffled lake and to steer a safe course through a troubled and stormy ocean require different talents and alas human life oftener resembles the stormy ocean than the unruffled lake.

2. The scenes which present themselves at our entering the world are commonly flattering whatever they be in themselves the lively spirits of the young gild every opening prospect the field of hope appears to stretch wide before them pleasure seems to put forth its blossoms on every side impelled by desire forward they rush with inconsiderate ardor prompt to decide and to choose averse to hesitate or to inquire credulous because untaught by experience rash because unacquainted with danger headstrong because unsubdued by disappointment hence arise the perils to which they are exposed and which too often from want of attention to faithful admonition precipitate them into ruin irretrievable.

## DIRECTIONS RESPECTING THE USE OF CAPITAL LETTERS.

When should capital letters be used ?

**672.** Capitals should be used in the following cases :

1st. The title-page of a book, and the heading of chapters, &c., should be printed in capitals.

2d. In quoting the titles of books every substantive and principal word should begin with a capital; as, *Rollin's Ancient History*.

3d. The first word of every book, chapter, letter, note, or of any other piece of writing, and also every word after a period, should begin with a capital.

4th. If the two sentences be totally independent, the first word after a note of interrogation or exclamation should begin with a capital.

5th. The appellations of the Deity should begin with a capital; as, *God; Jehovah; the Almighty; the Supreme Being; the Lord; Providence; the Messiah; the Holy Spirit*.

6th. Every proper noun should begin with a capital; as, *George; New York; the Thames; the Hudson*.

7th. Every adjective derived from a proper noun should begin with a capital; as, *His father is French, but his mother is English*.

8th. The first word of a quotation or of an example, introduced after a semicolon or colon, should begin with a capital; as, *Always remember the ancient maxim; "Know thyself."*

9th. The first word in every line of poetry should begin with a capital.



10th. The pronoun I and the interjection O are written in capitals; as, *I write; Hear, O earth!*

11th. A personal pronoun referring to the Deity is sometimes commenced with a capital; as, *Will He not hear thee!*

### EXERCISE.

Correct the following:

1. When all was ready, bonaparte Embarked at toulon, in a Fleet of thirteen ships of the Line. he was joined by Reinforce-ments at genoa, Ajaccio, civita Castellana, and on the 10th of june arrived At malta, which Capitulated without firing a Shot. he proceeded on His voyage, succeeded in escaping the Squadron of Nelson, and On the 1st of July reached alexandria. he was Vigorously opposed by the Mamelukes, but Advanced in spite of them to cairo, And marched along the banks of the nile. Near the pyramids a Great Battle was fought; the mamelukes were Signally Defeated, and The Fate of egypt was Sealed.

2. Official accounts State the Loss of the british Army at five Hundred and thirty men, among whom were Several Officers of distinguished merit. lieutenant-colonel stuart was Killed, and lieutenant-colonel webster Mortally wounded.

3. They study Macauley's history of england.

4. Mr. john Adams was appointed Minister plenipotentiary to the Court of st. James.

### PROSODY.

What is prosody?

673. Prosody is that part of grammar which treats of *pronunciation, figures, and versification.*

### OF PRONUNCIATION.

What is meant by accent?

674. Accent is the laying of a peculiar stress of the voice on a certain letter or syllable of a word, to distin-



guish it from the remainder ; thus, in the word *presume*, the stress of the voice must be on the letter *u*, and second syllable *sume*, which take the accent.

What is meant by quantity ?

**675.** Quantity is the time occupied in pronouncing a syllable. A syllable is long when the accent is on the vowel ; as, *Tāle*, *bāle* ; and short when the accent is on the consonant ; as, *Bönnět*, *hüngěr*.

What is meant by emphasis ?

**676.** Emphasis is a stronger and fuller sound of the voice, by which we distinguish some word or words on which we design to lay particular stress.

What is meant by pauses ?

**677.** Pauses are cessations in utterance, which serve both to relieve the speaker and to give distinctness and expression to the language.

What is meant by tones ?

**678.** Tones are variations and modulations of the voice, which should be adapted to the subject and occasion, and upon which the beauty of speech mostly depends.

## FIGURES OF SPEECH.

What is a figure of speech ?

**679.** A figure of speech is a deviation from the ordinary form, construction, or application of a word. Figures may be of etymology, of syntax, or of rhetoric.

## FIGURES OF ETYMOLOGY.

What is a figure of etymology?

680. A figure of etymology is a departure from the ordinary form of a word.

What are the principal figures of etymology?

681. The figures of etymology are: *Aphæresis*, *Syncope*, *Apocope*, *Prosthesis*, *Paragoge*, *Synæresis*, *Diæresis*, and *Tmesis*.

What is aphæresis?

682. Aphæresis is the cutting off a letter or syllable from the beginning of a word; as, '*Gainst*, '*mid*, '*neath*, for *against*, *amidst*, *beneath*.

What is syncope?

683. Syncope is the elision of one or more letters from the middle of a word; as, *Ling'ring*, *e'er*, *o'er*, for *lingering*, *ever*, *over*.

What is apocope?

684. Apocope is the cutting off one or several letters from the end of a word; as, *Tho'*, for *though*.

What is prosthesis?

685. Prosthesis is the addition of a letter or syllable to the beginning of a word; as, *Adown*, *enchain*, for *down*, *chain*.

What is paragoge?

686. Paragoge is the addition of one or more letters to the end of a word; as, *Awaken*, *bounden*, for *awake*, *ound*.

What is synæresis?

687. Synæresis is the contraction of two syllables or of two vowels into one; as, *Thou'rt*, *al-ye-nate*, for *thou art*, *alienate*.

What is diæresis?

688. Diæresis is the separation of two vowels, which would otherwise form a diphthong; as, *Coöperate*, instead of *cooperate*.

What is tmesis?

689. Tmesis is the separation of a compound word into two parts, by introducing another word between them; as, *To us ward, how high soever, for towards us, howsoever high*.

### 690. EXERCISE.

What are the figures of etymology employed in the following examples:

'*Midst* the wild billows.

*Oft* again we saw her!

It was not vain the *hallow'd* and the tried.

Thou *seek'st* my home, where solemn stars are burning.

At summer's eve, when heaven's *aërial* bow  
Spans with bright arch the *glitr'ing* hills below.

'*Tis* distance lends enchantment to the view,  
And robes the mountain with its azure hue.

They tell me, too, of serpents vast,  
That crawl on *Afric's* shore.

And there *ta'en* horse, to tell the camp  
What deeds are done in Rome.

### FIGURES OF SYNTAX.

What is a figure of syntax?

691. A figure of syntax is a deviation from the ordinary construction or arrangement of words.

What are the principal figures of syntax?

**692.** The principal figures of syntax are: *Ellipsis*, *Pleonasm*, *Enallage*, and *Hyperbaton*.

What is ellipsis?

**693.** Ellipsis is the omission of some word or words which are necessary to complete the grammatical construction, but not necessary to convey the meaning; as, *Who did it? I [did it]; I am monarch of all [that which] I survey; This day and [this] hour; When [it is] convenient, come and see me; [It is] Strange! [It is] Wonderful!*

What is pleonasm?

**694.** Pleonasm is the use of more words than are necessary to express the meaning; as, *I know thee, who thou art.*

What is enallage?

**695.** Enallage is the use of one part of speech for another; as, *They fall successive [ly] and successive [ly] rise.*

What is hyperbaton?

**696.** Hyperbaton is the transposition of words; as, *Rings the world with the vain stir.*

### 697. EXERCISE.

What are the figures in the following examples?

And—when I am forgotten, as I shall be.

And like a silver clarion rung  
The accents of that unknown tongue.

King Almansor of Granada, he hath bid the trumpet sound.

Sometimes with early morn, he mounted gay.

## FIGURES OF RHETORIC.

What is a figure of rhetoric?

**698.** A figure of rhetoric is an intentional deviation from the ordinary signification of words; it is sometimes called a trope.

What are the principal figures of rhetoric?

**699.** The principal figures of rhetoric are: *Metaphor, Simile, Antithesis, Hyperbole, Personification, Metonymy, Vision, Synecdoche, Irony, Exclamation, Interrogation, Apostrophe, and Climax.*

What is metaphor?

**700.** Metaphor is applying the name of one thing to another, on account of the resemblance between them; as, "*Thy word is a lamp to my feet, and a light to my path.*"

What are the principal rules to be observed in the use of metaphors?

**701.** The principal rules to be observed in the use of metaphors are:

1. Metaphors should not be used too frequently; and should always accord with the general strain of the subject treated.

2. Metaphors being used to give a clearer and more striking view of the principal object, care should be taken that the resemblance be clear, not far-fetched, nor difficult to discover.

3. A metaphor must not be carried out too far, as the sense is then apt to become obscure. We have an instance of this error in the following lines of Dr. Young, where, speaking of old age, he says, it should

"Walk thoughtful on the silent, solemn shore  
Of that vast ocean, it must sail so soon;

And put good works on board ; and wait the wind  
That shortly blows us into worlds unknown."

What is allegory ?

**702.** Allegory is a continued metaphor, forming a kind of parable. The "*Pilgrim's Progress*" is an allegory.

What is simile ?

**703.** Simile is a formal comparison, and is generally introduced by the word *like*, *as*, or *so* ; as, "*As the mountains are round about Jerusalem, so the Lord is round about his people.*"

What is antithesis ?

**704.** Antithesis is the placing of objects in opposition, so as to heighten their effect by contrast ; as, "*If you wish to enrich a person, study not to increase his store, but to diminish his desires.*"

What is hyperbole ?

**705.** Hyperbole is an extravagant exaggeration in the use of language ; as, *Quick as lightning ; White as snow ; "Rivers of water run down my eyes, because they keep not thy law."*

What is personification ?

**706.** Personification is a figure by which we attribute life and action to inanimate objects ; thus Milton says, speaking of Eve's eating the forbidden fruit :

"So saying, her rash hand, in evil hour,  
Forth reaching to the fruit, she pluck'd, she ate :  
Earth felt the wound, and nature from her seat,  
Sighing through all her works, gave signs of woe,  
That all was lost."

What is metonymy ?

**707.** Metonymy is a figure by which one thing is put



for another; as, *Grey hairs should be respected*, instead of *old age*, &c.; *The kettle boils*, instead of *the water which is in the kettle boils*.

What is vision?

**708.** Vision is a figure by which the speaker represents the objects of his imagination as actually before his eyes and present to his senses; thus, when Cicero, in his fourth oration against Cataline, says: "*I seem to myself to behold this city, the ornament of the earth and the capital of all nations, suddenly involved in one conflagration. I see before me the slaughtered heaps of citizens, lying buried in the midst of their ruined country.*"

What is synecdoche?

**709.** Synecdoche is a figure by which the whole is put for a part, or a part for the whole; as, *This roof* [*i. e. house*] *protects you*.

What is irony?

**710.** Irony is a figure in which the speaker utters the reverse of what he intends shall be understood, not with a view to deceive, but to add force to his observations; as, when Elijah, challenging the priests of Baal, says: "*Cry aloud, for he is a god; either he is talking, or he is pursuing, or he is in a journey, or peradventure he sleepeth, and must be awaked.*"

What is exclamation?

**711.** Exclamation is used to express some strong emotion of the mind; as, *O misery! O worse than death!*

What is interrogation?

**712.** Interrogation is a figure by which we express strong or passionate affirmation, in the form of a ques-



tion; as, "*Hath he spoken it? and shall he not make it good?*"

What is apostrophe?

**713.** Apostrophe is a figure by which the speaker or writer turns from the party to whom his discourse is mainly directed, and addresses some other person or thing; as, "*Death is swallowed up in victory. O Death, where is thy sting? O Grave, where is thy victory?*"

What is climax?

**714.** Climax is a figure in which the ideas rise gradually to what is more and more important or sublime; as, "*What a piece of work is man! how noble in reason! how infinite in faculties! in form and moving, how express and admirable! in action, how like an angel! in apprehension, how like a god!*"

### 715. EXERCISE.

What are the figures of rhetoric employed in the following examples?

1. The queen of the spring, as she passed down the vale,  
Left her robe on the trees, and her breath on the gale.
2. His voice was like thunder.
3. O Switzerland! my country! 'tis to thee  
I strike my harp in agony;—  
My country! nurse of liberty,  
Home of the gallant, great, and free,  
My sullen harp I strike to thee.
4. An elevated genius, employed in little things, appears like the sun in his evening declination; he remits his splendor, but retains his magnitude, and pleases more, though he dazzles less.
5. Like the leaves of the forest when summer is green,  
That host with their banners at sunset were seen;  
Like the leaves of the forest when autumn hath blown,  
That host on the morrow lay withered and strown.

6. Pride is founded on a high opinion of ourselves; humility on the consciousness of the want of merit. Pride is the offspring of ignorance; humility is the child of wisdom. Pride hardens the heart; humility softens the temper and the disposition. Pride is deaf to the clamors of conscience; humility listens with reverence to the monitor within.

7. Let freedom circulate through every vein of all your empire.

8. O my son Absalom! would God I had died for thee, O Absalom, my son!

9. Hand and voice,  
Awake, awake! and thou, my heart, awake!  
Green fields and icy cliffs, all join my hymn!  
And thou! O silent mountain! sole and bare.

10. The speech of Mr. Otis was so interesting and impressive, that the very walls listened to his arguments, and were moved by his eloquence.

11. O, unexpected stroke, worse than of death !  
Must I thus leave thee, Paradise ? Thus leave  
Thee, native soil ; these happy walks and shades,  
Fit haunt of gods ; where I had hope to spend,  
Quiet, though sad, the respite of that day,  
Which must be mortal to us both ?

VERSIFICATION.

### What is versification ?

**716.** Versification is the arrangement of a certain number and variety of syllables according to certain laws, so as to produce harmony.

## What is a verse ?

**717.** A verse consists of a certain number of accented and unaccented syllables, arranged according to fixed rules.

What is rhyme

**718.** Rhyme is the correspondence of the last sound of one line to the last sound of another ; as,

O'er a low couch the setting sun had thrown its latest ray,  
Where, in his last strong agony, a dying warrior lay.

What is blank verse ?

**719.** Blank verse is that kind of poetry in which the lines do not end in rhyme ; as,

Ye woods and wilds ! whose melancholy gloom  
Accords with my soul's sadness, and draws forth  
The voice of sorrow from my bursting heart—  
Farewell awhile. I will not leave you long ;  
For in your shades I deem some spirit dwells,  
Who, from the chiding stream, or groaning oak,  
Still hears and answers to Matilda's groan.

What are poetical feet ?

**720.** Poetical feet are the smaller portions into which a line or verse is divided. They are called feet, because it is by their aid that the voice, as it were, steps along through the verse in a measured pace ; as,

The frag|rant birch | above | him hung.

How many kinds of feet are used in English poetry ?

**721.** Eight kinds of feet are used in English poetry ; four of two syllables, and four of three.

mm

#### FEET OF TWO SYLLABLES.

1. An iambus ( ^ - ); as, *děfēnd*.
2. A trochee ( - ^ ); as, *nōblē*.
3. A spondee ( - - ); as, *vāin mān*.
4. A pyrrhic ( ^ ^ ); as, *ōn ā (hill)*.

## FEET OF THREE SYLLABLES.

5. An anapest (˘ ˘ -); as, *intērcēde*.
6. A dactyl (- ˘ ˘); as, *virtūōs*.
7. An amphibrach (˘ - ˘); as, *cōntēntmēnt*.
8. A tribrach (˘ ˘ ˘); as, (*nu*)*mērāblē*.

What is iambic verse?

**722.** Iambic verse is verse composed of iambic feet; that is, feet of two syllables, the first unaccented or short, the second accented or long.

What are the most common forms of iambic verse?

**723.** The most common forms of iambic verse are:

1st. Four iambuses, or eight syllables in a line, as;

Whēn Frēe|dōm, frōm | hēr mōun|taīn hīght,  
 Uñfurl'd | hēr stān|dārd tō | thē aīr,  
 Shē tōre | thē ā|zūre rōbe | ōf nīght,  
 Ānd sēt | thē stārs | ōf glō|rȳ thēre.

2d. Five iambuses, or ten syllables in a line; as,

Tō whōm, | in brīef, | thūs Āb|diel stērn | rēplīed:

3d. Each variety of iambic verse may have one additional short syllable; as,

Fīrst thīs | lārgē pār|cēl brīngs | yōu tī|dīngs.

Eāch sūb|stānce ōf | ā grīef | hāth twēn|tȳ shād|ōws.

What is trochaic verse?

**724.** Trochaic verse is composed of trochaic feet, and has the accent on the odd syllables.

What are trochaic feet?

**725.** Trochaic feet are those consisting of two syllables, the first accented and the second unaccented; as, *Cārefūl*, *thūndēr*.

What are the most common forms of trochaic verse?

**726.** The most common forms of the trochaic verse are:

1st. Three trochees, or six syllables, in a line; as,

Whēn ōur | hēarts āre | mōurnīng;

or three trochees and an additional long syllable; as,

Rēstlēss | mōrtāls | tōil fōr | nōught;

Bliss in | vāin frōm | ēarth is | sōught.

2d. Four trochees, or eight syllables in a line; as,

Rōund ūs | rōars thē | tēmpēst | lōudēr;

or four trochees and an additional long syllable; as,

Idlē | āftēr | dīnnēr | in hīs | chāir,

Sāt ā | fārmēr, | rūddŷ | fāt ānd | fāir.

3d. Six trochees, or twelve syllables, in a line; as,

Ōn ā | mōuntāin | strēch'd bē|nēath ā | hōarŷ | willōw,

Lāy ā | shēphērd | swāin, ānd | viēw'd thē | rōlling | billōw.

What is anapestic verse?

**727.** Anapestic verse has the accent on every third syllable; as, *Cōrrēspond, lēgislāte.*

What are the most common forms of anapestic verse?

**728.** The most common forms of anapestic verse are:

1st. Two anapestic feet, or six syllables in a line, or two anapests and a short syllable; as,

Whēre thē sūn | lōves tō pāuse

With sō fōnd | ā dēlāy.

Fōr nō ārts | cōuld āvāil | hīm.

2d. Three anapestic feet, or nine syllables in a line; as,

Ī ām ōut | ōf hūmān|itŷ's rēach,

Ī mūst fin|ish mŷ jōur|nēy ālōne.

3d. Four anapestic feet, or twelve syllables in a line ;  
as,

At the clōse | of the dāy, | when the hām|lēt. is still,  
And mōr|tāls the swēets | of fōrgēt|fūlnēss prōve.\*

What is dactylic verse ?

**729.** Dactylic verse is that which consists of one long or accented syllable, and two short ones ; as, *Gēntlēnēss, lōvelīnēss.*

There are dactyls of one, two, three, and four feet ; but none of them are in frequent use.

What is a couplet ?

**730.** A couplet, or distich, consists of two lines, making complete sense ; as,

Know then this truth, (enough for man to know,)  
“ Virtue alone is happiness below.”

What is a triplet ?

**731.** A triplet consists of three lines which rhyme together ; as,

Sleep ! we give thee to the wave,  
Red with life-blood from the brave ;  
Thou shalt find a noble grave.

What is a stanza ?

**732.** A stanza is a combination of several lines, constituting a regular division of a poem.

What is scanning ?

**733.** Scanning is dividing verses into the poetic feet of which they are composed.

\* The first foot of an anapestic verse is sometimes an iambus.



## 734. EXERCISE.

Scan the following, and tell what kind of verses they are :

1. Oh! bring me one sweet orange bough,  
To fan my cheek, to cool my brow;  
One bough, with pearly blossoms drest,  
And bind it, mother! on my breast!
2. Willow! in thy breezy moan  
I can hear a deeper tone;  
Through thy leaves come whispering low  
Faint, sweet sounds of long ago.
3. I had a dream, which was not all a dream.  
The bright sun was extinguished, and the stars  
Did wander, darkling, in the eternal space.
4. The Assyrian came down like the wolf on the fold,  
And his cohorts were gleaming in purple and gold;  
And the sheen of their spears was like stars on the sea,  
When the blue wave rolls mightily on deep Galilee.  
Like the leaves of the forest when summer is green,  
That host with their banners at sunset were seen;  
Like the leaves of the forest, when autumn hath blown,  
That host on the morrow lay withered and strown.
5. Farewell to thee, France! when thy diadem crowned me,  
I made thee the gem and the wonder of earth,—  
But thy weakness decrees I should leave as I found thee,  
Decayed in thy glory and sunk in thy worth.  
Oh! for the veteran hearts that were wasted  
In strife with the storm when their battles were won—  
Then the eagle, whose gaze in that moment was blasted,  
Had still soared with eyes fixed on victory's sun!
6. Oh! call my brother back to me;  
I cannot play alone!\*

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\* Different kinds of feet are often mingled in the same poetry.



The summer comes with flower and bee,—  
Where is my brother gone?

7. Oh! heard ye yon pibroch sound sad in the gale,  
Where a band cometh slowly, with weeping and wail?  
'Tis the chief of Glenara laments for his dear;  
And her sire and her people are called to her bier.

8. 'Twere long to tell, and sad to trace  
Each step from splendor to disgrace:  
Enough, no foreign foe could quell  
Thy soul, 'till from itself it fell.  
Yes! self-abasement paved the way  
To villain bonds and despot sway.

### 735. LIST OF THE PRINCIPAL ABBREVIATIONS USED IN WRITING.

|  |                             |
|--|-----------------------------|
| A. B. or B. A.— <i>Artium baccalaureus</i> , Bachelor of Arts.               | Bart.—Baronet.              |
| A. C.— <i>Ante Christum</i> , Before Christ.                                 | Bbl. or Bar.—Barrel.        |
| A. D.— <i>Anno Domini</i> , in the year of our Lord.                         | B. C.—Before Christ.        |
| Acct.—Account.   | B. D.—Bachelor of Divinity. |
| A. A. S.— <i>Academiæ Americanæ Socius</i> , Fellow of the American Academy. | Bp.—Bishop.                 |
| Ala.—Alabama.  | Cal.—California.            |
| A. M.— <i>Ante Meridiem</i> , before noon.                                   | C. or Cent.—Hundred.        |
| A. M.— <i>Anno Mundi</i> , in the year of the world.                         | Capt.—Captain.              |
| A. M.— <i>Artium Magister</i> , Master of Arts.                              | Chap.—Chapter.              |
| Apr.—April.  | Co.—Company.                |
| Ark.—Arkansas.   | Co.—County.                 |
| Aug.—August.   | Col.—Colonel                |
|  | Coll.—College.              |
|  | Cr.—Credit, Creditor.       |
|  | Conn. or Ct.—Connecticut.   |
|  | Cts.—Cents.                 |
|  | Cwt.—Hundred weight.        |
|  | D. C.—District of Columbia. |
|  | D. D.—Doctor of Divinity.   |
|  | Dec.—December.              |

- Deg.—Degree.  
 Del.—Delaware.  
 Dep.—Deputy.  
 Do. or ditto.—The same.  
 Doct.—Doctor.  
 Dolls. or \$.—Dollars.  
 Doz.—Dozen.  
 Dr.—Debtor, or Doctor.  
 Dwt.—Pennyweight.  
 E.—East.  
 Ed.—Editor, or Edition.  
 Eng.—England, or English.  
 Esq.—Esquire.  
 Etc.—*Et cetera*; and so forth.  
 Exr.—Executor.  
 Feb.—February.  
 Fig.—Figure.  
 Fla.—Florida.  
 Fol.—Folio.  
 F. R. S.—Fellow of the Royal Society.  
 Ga.—Georgia.  
 Gall.—Gallon.  
 Gent.—Gentleman.  
 Gr. Grain.  
 H. B. M.—His or Her Britannic Majesty.  
 Hhd.—Hogshead.  
 H. M.—His or Her Majesty.  
 Hon.—Honorable.  
 Hund.—Hundred.  
 Ind.—Indiana.  
 Ib. or ibid.—*Ibidem*; in the same place.  
 I. e.—*Id est*, that is.  
 I. H. S.—*Jesus Hominum Salvator*; Jesus, Saviour of men.  
 Ill.—Illinois.  
 Inst.—Of the present month.  
 Incog.—*Incognito*; unknown.  
 Io.—Iowa.  
 Jan.—January.  
 Jun. or Jr.—Junior.  
 Kt.—Knight.  
 Ky.—Kentucky.  
 La.—Louisiana.  
 Lat.—Latitude.  
 L. C.—Lower California.  
 Lieut.—Lieutenant.  
 LL. D.—*Legum Doctor*; Doctor of Laws.  
 Lon.—Longitude.  
 Lond.—London.  
 M.—*Mille*, a thousand.  
 M. A.—Master of Arts.  
 Maj.—Major.  
 Mar.—March.  
 Mass.—Massachusetts.  
 M. C.—Member of Congress.  
 Md.—Maryland.  
 M. D.—*Medicine Doctor*; Doctor of Medicine.  
 Me.—Maine.  
 Messrs.—Messieurs; gentlemen.  
 Miss.—Mississippi.  
 M. S.—*Memoriæ sacrum*; sacred to the memory.  
 Mich.—Michigan.  
 Mo.—Missouri.  
 M. P.—Member of Parliament.  
 Mr.—Mister.  
 Mrs.—Mistress.  
 MS.—Manuscript.  
 MSS.—Manuscripts.  
 N.—North.

- N. B.—*Nota bene*; take particular notice.
- N. B.—New Brunswick.
- N. C.—North Carolina.
- N. E.—New England, *or* North-east.
- Nem. con.—*Nemine contradicente*; no one opposing.
- N. H.—New Hampshire.
- N. J.—New Jersey.
- No.—Number.
- N. O.—New Orleans.
- Nov.—November.
- N. S.—Nova Scotia, *or* New Style.
- N. W.—North-west.
- N. Y.—New York.
- O.—Ohio.
- Obt.—Obedient.
- Oct.—October.
- Ogn.—Oregon.
- O. S.—Old Style.
- Oz.—Ounce.
- Pa. *or* Penn.—Pennsylvania.
- Per cent.—*Per centum*; by the hundred.
- P. M.—Post-master.
- P. M.—*Post Meridiem*; afternoon.
- P. O.—Post-office.
- Pres.—President.
- Prof.—Professor.
- P. S.—*Post scriptum*; postscript.
- Q.—Question.
- Qr.—Quarter.
- Q. v.—*Quod vide*; which see.
- Rev.—Reverend, *or* Revelation.
- R. I.—Rhode Island.
- R. N.—Royal Navy.
- Rt. Hon.—Right Honorable.
- S.—South.
- S. C.—South Carolina.
- Sec.—Secretary.
- S. E.—South-east.
- Sen.—Senior.
- Sept.—September.
- St.—Saint, *or* Street.
- S. T. D.—*Sanctæ theologiæ doctor*; Doctor of theology.
- S. W.—South-west.
- Tenn.—Tennessee.
- U. C.—Upper Canada.
- Ult.—*Ultimo*; last month.
- U. S.—United States.
- U. S. A.—United States Army.
- U. S. N.—United States Navy.
- V. *or* Vid.—*Vide*; see.
- Va.—Virginia.
- Viz.—*Videlicet*; namely.
- Vol.—Volume.
- Vols.—Volumes.
- Vs.—*Versus*; against.
- Vt.—Vermont.
- W.—West.
- W. I.—West Indies.
- Wt.—Weight.
- Yd.—Yard.
- &—And.
- &c.—*Et cetera*; and so forth.
- 4to.—Quarto.
- 8vo.—Octavo.
- 12mo.—Duodecimo.
- 18mo.—Octodecimo.

## WORDS USED AS DIFFERENT PARTS OF SPEECH.

**736.** *As* is a *relative*, when it follows *many*, *such*, or *same*; as, *Such AS laugh to day may cry to-morrow.*

*As* is an *adverb*, when it is joined to an adverb or adjective, in the sense of *so*; as *He does AS well as he can.*

*As* is a *conjunction*, in all cases except when it is an adverb or relative; as, *I directed him to do AS he did.*

**737.** *But* is a *preposition*, when it has the sense of *except*; as, *All BUT Charles returned.*

*But* is an *adverb*, when it has the sense of *only*; as, *This is BUT asking for justice.*

*But* is a *conjunction*, in all cases when it is neither an adverb nor a preposition; as, *He asked, BUT I denied his request.*

**738.** *Both* is an *adjective*, when it means "the two;" as, *BOTH the men labored at it.*

*Both* is a *conjunction*, when it is followed by *and*; as, *We waited for him, BOTH for his company and influence.*

**739.** *Either* is an *adjective*, when it means "one of the two;" as, *You may take EITHER book.*

*Either* is a *conjunction*, when it corresponds to *or*; as, *EITHER the man or the boy.*

**740.** *For* is a *conjunction*, when it has the meaning of *because*; as, *I trusted him, FOR I knew he would not deceive me.*

*For* is a *preposition*, in all cases except when it is a conjunction; as, *He rides FOR pleasure.*

**741.** *Like* is an *adjective*, when it means *similar*; as, *The portrait is LIKE him.*

*Like* is an *adverb*, when it qualifies a verb; as, *She acts LIKE her mother.*

*Like* is a *verb*, when it means to be pleased with; as, *I LIKE reading.*

742. *Much* is a *noun*, when it stands for quantity; as, *Where MUCH is given much will be required.*

*Much* is an *adjective*, when it is joined to a noun, expressed or understood; as, *MUCH labor is required to build a house.*

*Much* is an *adverb*, when it qualifies the same parts of speech that the adverb does; as, *Charles is a MUCH better grammarian than John.*

743. *More* is a *noun*, when it implies quantity; as, *The MORE we have, the more we desire.*

*More* and *most* are *adjectives*, when they qualify a noun; as, *The MORE money he has, the MORE trouble he may expect; MOST men are fond of pleasure.*

*More* and *most* are *adverbs*, when used in comparison; as, *This book is MORE valuable than that; John is the most diligent.*

744. *Since* is a *conjunction*, in the sense of *seeing that*; as, *I will go, SINCE the rain has ceased.*

*Since* is an *adverb*, when it means *ago*; as, *He arrived long SINCE.*

*Since* is a *preposition*, when it means *after*; as, *SINCE the storm passed, the weather has been pleasant.*

745. *That* is a *relative pronoun*, when *who* or *which* may be substituted for it; as, *The man THAT brought the news.*

*That* is an *adjective*, when it is joined to a noun to point it out; as, *THAT man is industrious.*

*That* is an *adjective pronoun*, when it stands for a noun and definite article; as, *Your house is larger than THAT of my father.*

*That* is a *conjunction*, in all cases when it is neither a relative pronoun, an adjective pronoun, nor an adjective; as, *He studies, THAT he may improve.*

**746.** *Then* is a *conjunction*, when it has the sense of *therefore*; as, *If he has called me, THEN I must go.*

*Then* is an *adverb*, when it refers to time; as, *Did you hear the report THEN?*

**747.** *What* is a *compound relative*, when it stands for *that which*; as, *I will take WHAT you give me.*

*What* is an *interrogative pronoun*, when used in asking questions; as, *WHAT do you wish?*

*What* is an *adjective*, when joined with a noun; as, *WHAT a noise that child does make!*

*What* is a *compound relative pronoun*, when joined with a noun, and has the sense of two or more words; as, *It is known in WHAT manner he succeeded; that is, the manner in which.*

*What* is an *interjection*, when used to express wonder; as, *WHAT! have you but one for me?*

**748.** *While* is a *noun*, when it denotes time; as, *He waited a WHILE for me.*

*While* is a *verb*, in the sense of *to loiter*; as, *John was disposed to WHILE away his time.*

*While* is an *adverb*, when it qualifies a verb; as, *He listened WHILE I addressed him.*



## 749. DIRECTIONS TO PROOF-READERS.

The manner in which errors are noticed in a proof, is by marks or signs; a specimen of which will be found on page 206.

If it is desired to change a word from any other character to capitals, three lines are to be drawn under the word to be altered, and *Caps.* written in the margin. If to small capitals, two lines, and *sm. caps.* written in the margin. If to italic, one line, and *ital.* written in the margin. Authors, in preparing their copy, designate the words to be thus emphasised, by merely drawing the lines under them, without the corresponding marks.

A wrong letter is noticed by drawing a short perpendicular line through it, and making a similar line in the margin, behind which the right letter is written.

To change a single letter to a capital, a line is drawn through it, and the capital written in the margin, with three marks underneath.


Where words are transposed, a line is drawn separating, and at the same time enclosing the different portions of the transposition, and *tr.* written in the margin.


When a letter is left out, a caret is marked where the deficiency occurs, and the letter is written in the margin.


To form a new paragraph, the commencement is marked with a bracket, and an imitation of the paragraph mark made in the margin.

Where a paragraph is made in the wrong place, a line is drawn from the end of the last line of the preceding one to the first line of the one to be continued, and *no break* written in the margin.

Points are marked in the same manner as letters, erasing or underlining them in the proof, and writing the correct ones in the margin. The period, being a very minute mark, and likely to pass unnoticed, is always encircled with a line. The apostrophe has a line underneath it (thus *✓*) to distinguish it from the comma.


A letter is marked out by this mark: 

A turned letter is marked thus: 



An indention needed, by a square mark, thus: 

Where letters do not line, it is noticed by drawing a line over and under, and two lines in the margin.

Matter omitted is written in the margin, or at the bottom of the page, and a line drawn to it from where the omission occurred.

A space required, is marked in the margin; thus: 



*Caps.*Minerva.*sm. caps.*a/   
*tr.*c/ *no break**ital.*:/   
*an*#  
#

Minerva was represented as a beautiful woman, though possessing a countenance somewhat severe. on her head was a golden helmet, and her breast plate was also made of gold. (Minerva in her right hand) bore a beaming lance, and in her left a bukler, called the Ægis. [The Ægis of Minerva had embossed upon it the head of Medusa.]

(Medusa was one of the Gorgons, a sea-nymph; she offended Minerva, and the goddess, in revenge, transformed her beautiful hair to frightful serpents. Thus disfigured, Medusa became the object of aversion and horror. Perseus, a prince of Argos, was employed to cut off this terrific head,

Perseus, in this expedition, was assisted by the gods. Mercury gave him a cimeter and lent him a shield, polished like a mirror; and Pluto bestowed upon him a helmet which rendered him invisible.

the wings from his heels; Minerva

## MINERVA.

MINERVA was represented as a beautiful woman, though possessing a countenance somewhat severe. On her head was a golden helmet, and her breastplate was also made of gold. In her right hand Minerva bore a beaming lance, and in her left a buckler, called the *Ægis*.

The *Ægis* of Minerva had embossed upon it the head of Medusa. Medusa was one of the *Gorgons*, a sea-nymph: she offended Minerva, and the goddess, in revenge, transformed her beautiful hair to frightful serpents. Thus disfigured, Medusa became an object of aversion and horror. Perseus, a prince of Argos, was employed to cut off this terrific head.

Perseus, in this expedition, was assisted by the gods. Mercury gave him a cimeter and the wings from his heels; Minerva lent him a shield, polished like a mirror; and Pluto bestowed upon him a helmet which rendered him invisible.







## 750. EXERCISE IN PROOF-READING.

Perhaps the most surprising circumstance in Cæsars career, is the fact that, notwithstanding his extraordinary activity ever since his entering upon public life, he found leisure to cultivate the arts and literature, and to compose works which, like those of Cicero, gave the literary tone and character to that period, and which to this day are ranked among the finest specimens of ancient literature. Unfortunately, the greater number of them are lost, and only a few isolated passages remain; which are occasionally quoted by later writers. He was also one of the first orators of his age, and we possess a long catalogue of subjects in which he spoke in public;

But it was not only the history and politics of his own time which engaged his attention: there was nothing capable of furnishing materials for the human mind to upon, which did not at one or another occupy him; and among his many works, there was one even on grammar, which is often quoted as the authority by the later grammarians of Rome. Cæsar, in short, must be pronounced to have been a universal genius: he was great, not only as a General, but as a statesman, a law giver, a jurist, an orator, a poet, a historian, a Scholar, a mathematician, and an architect.



SYMBOLS OR CHARACTERS USED FOR PARSING  
IN SHORT HAND.





**751.** The following tables are intended for reference, but need not be studied, as the learner will become sufficiently familiar with the symbols as they gradually come into use.




- |    |  |   |
|----|--|---|
| 1. | <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">           NOUNS .....<br/>           PRONOUNS .....         </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">  </div> </div>  | <div style="display: inline-block; vertical-align: middle; font-size: 3em;">}</div> <div style="display: inline-block; vertical-align: middle;">           Are used to represent persons or things.         </div>    |
| 2. | <div style="display: inline-block; vertical-align: middle;">           VERBS.....         </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">  </div>   | <div style="display: inline-block; vertical-align: middle; font-size: 3em;">}</div> <div style="display: inline-block; vertical-align: middle;">           Are used to express action or being.         </div>        |
| 3. | <div style="display: inline-block; vertical-align: middle;">           PARTICIPLES.....         </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">  </div>   | <div style="display: inline-block; vertical-align: middle; font-size: 3em;">}</div> <div style="display: inline-block; vertical-align: middle;">           Participate of verbs and of adjectives.         </div>     |
| 4. | <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">           ARTICLES .....<br/><br/>           ADJECTIVES .....<br/><br/>           ADVERBS .....         </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">  </div> </div> | <div style="display: inline-block; vertical-align: middle; font-size: 3em;">}</div> <div style="display: inline-block; vertical-align: middle;">           Are used to qualify or determine.         </div>           |
| 5. | <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">           PREPOSITIONS.....<br/>           CONJUNCTIONS.....         </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">  </div> </div>                                   | <div style="display: inline-block; vertical-align: middle; font-size: 3em;">}</div> <div style="display: inline-block; vertical-align: middle;">           Are used to connect and indicate relations.         </div> |
| 6. | <div style="display: inline-block; vertical-align: middle;">           INTERJECTIONS....         </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">  </div>  | <div style="display: inline-block; vertical-align: middle; font-size: 3em;">}</div> <div style="display: inline-block; vertical-align: middle;">           Are used to express sudden emotions         </div>         |



## MODIFICATIONS IN NOUNS.





(See 752.)

*Kind.* { PROPER .....   
COMMON ..... 






*Gender.* { MASCULINE .....   
FEMININE .....   
COMMON .....   
NEUTER ..... 

*Persons.* { FIRST .....   
SECOND .....   
THIRD ..... 

*Num.* { SINGULAR .....   
PLURAL ..... 




*Cases* { NOMINATIVE .....   
POSSESSIVE .....   
OBJECTIVE (gov-  
erned by a verb)   
OBJECTIVE (gov-  
erned by a prep.) 




MODIFICATIONS IN PRO-  
NOUNS.

*Pronouns.* { PERSONAL .....   
RELATIVE .....   
INTERROGATIVE ..   
ADJEC- { Demon.   
TIVE.. { Indef... 



The gender, person, number, and case of pronouns is marked, as with nouns.

MODIFICATIONS IN ADJEC-  
TIVES.




*Degrees of Comparison.* { POSITIVE .....   
COMPARATIVE .....   
SUPERLATIVE ..... 

*Numeral Adjectives.* { CARDINAL .....   
ORDINAL .....   
PROPORTIONAL ..... 

## MODIFICATIONS IN ARTICLES.

*Kind.* { DEFINITE .....   
INDEFINITE ..... 

MODIFICATIONS IN PARTI-  
CIPLES.

The PRESENT has no ap-  
pendage .....   
The PERFECT has a mark  
on the first branch...   
The COMPOUND PERFECT  
has a mark on the  
second branch ..... 

## MODIFICATIONS IN VERBS.

(See 753.)

|               |  |   |                |   |   |
|---------------|--|---|----------------|---|---|
| <i>Class.</i> | REGULAR, no dot on the first branch..              | X | <i>Tenses.</i> | PRESENT, no appendage .....                               | X |
|               | IRREGULAR, a dot on the first branch ..            | X |                | IMPERFECT, a mark on the first branch                     | X |
|               | TRANSITIVE, no dot on the 2d branch.               | X |                | PERFECT, a mark on the second branch                      | X |
|               | INTRANSITIVE, a dot on the 2d branch.              | X |                | PLUPERFECT, a mark on the 3d branch.                      | X |
| <i>Moods.</i> | INFINITIVE, no appendage.....                      | X | <i>Voice.</i>  | FIRST FUTURE, a mark on the 4th branch.....               | X |
|               | INDICATIVE, the first and 2d branches united ..... | X |                | SECOND FUTURE, a double mark on the 4th branch...         | X |
|               | SUBJUNCTIVE, the 2d and 3d branches united .....   | X |                | ACTIVE, no appendage.....                                 | X |
|               | POTENTIAL, the 3d and 4th branches united .....    | X |                | PASSIVE, a horizontal line on the left of the centre..... | X |
|               | IMPERATIVE, the 4th and 1st branches united .....  | X |                |   |   |

The number and person of verbs is marked, as with nouns or pronouns.



752. Several of the symbols being apparently alike, there may, at first view, appear to be some difficulty in distinguishing them: thus — is used to designate proper nouns, and also nouns in the neuter gender, as well as the same part of speech in the plural number. When — is written without a *c* underneath on the left side, it expresses a proper noun; the absence of a letter above it on the left side, makes it the sign of the neuter gender; and the omission of the *s* above it, on the right side, constitutes it the symbol of the plural number. — therefore signifies *proper noun, neuter gender, plural number*.




## EXAMPLES.

- signifies proper noun, neuter gender, plural number.  
*c* — signifies common noun, neuter gender, plural number.  
*m* — signifies common noun, masculine gender, plural number.  
*c* — *s* signifies proper noun, neuter gender, singular number.  
*f* — *s* signifies common noun, feminine gender, first person,  
*c* 1 singular number, nominative case.  
*m* *u* — signifies common noun, masculine gender, second per-  
*c* 2 son, plural number, possessive case.  
*m* *u* — signifies personal pronoun, masculine gender, second  
 2 person, plural number, possessive case.

753. What has been said (752) may also apply to the verbs; thus:

- × signifies regular transitive verb, infinitive mood.  
 . × signifies irregular transitive verb, infinitive mood.  
 . × signifies irregular intransitive verb, infinitive mood.



-  signifies regular intransitive verb, indicative mood, present tense, plural number, active voice.
-  signifies regular transitive verb, indicative mood, imperfect tense, second person, singular number, active voice.
-  signifies irregular transitive verb, indicative mood, first future tense, third person, singular number, passive voice.

THE END.



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commenced. When it was necessary to give both a literal and a sense translation, the *sense* was placed under the French, and the *literal meaning* of the word or words in a foot note. Grammatical Notes are given where they are required; to which frequent allusions are subsequently made, as examples under them recur. The literal translations of Idiomatic expressions, and explanatory Grammatical Notes, become gradually more rare, however, as the Pupil advances; and they cease altogether, when he is, or should be, prepared to proceed without any aid, except the translation in the Text. This of course presupposes that he remembers and applies what he has learned in his previous progress.

The PRONOUNCING FRENCH READER consists of Four Parts. The first Three Parts contain the naked French Text of the Interlinear Reader, and consist entirely of Prose. The Fourth Part is devoted to Select Extracts, of progressive difficulty, from the best French Poets; which are preceded by a short Treatise on the Art of Reading French Poetry. As already stated, the assistance of a Translation terminates at the end of the Third Part of the Pronouncing Reader; and as, by this time, the Pupil, with the help of his Dictionary and Grammar, can understand any French of ordinary difficulty, the Treatise on Reading French Poetry, and the Explanatory Notes, in the Fourth Part, are given in French.

The PRONOUNCING FRENCH READER treats *practically* on Pronunciation; and, it is believed, has presented it to the Pupil in a manner which has not before been attempted. It contains the first effort which has ever been made, to communicate a knowledge of French Pronunciation on *scientific* principles. The proper pronunciation is not given, as has hitherto been done, in a separate line, and in barbarous spelling, which may easily so confuse the pupil as to lead him into habits of mis-spelling difficult to break. In a short Introductory Treatise, a Table of all the Vowel Sounds of the French language, and their equivalents, or the nearest approximation to them, in English sounds, is given; and this Table is also placed at the head of each page in the First Part, after the manner, familiar to every one, of Walker's English Pronouncing Dictionary. When the proper pronunciation of any syllable in the Text is variant from its spelling, the correct sound is placed over it, in small characters; from which, by a reference to the Table at the head of the page, the Pupil instantly finds its true pronunciation. In addition to this, the Pupil is advised, in the Introduction or by Notes, of all cases in which the pronunciation of the French consonants differs from that of the English; all silent letters are put in the italic character; and when two or more words are to be pronounced as if they are one word, they are connected by a mark thus *—*. Moreover, the first Fable in the Book contains an example of all the Vowel and Diphthongal sounds, and words of Difficult Pronunciation, in the French language. A complete mastery of this short fable will, therefore, enable the Student to pronounce every word he may meet with afterwards. In order to afford ample practice, the plan, thus briefly detailed, is continued throughout the *First Part* of the work.

In the *Second Part*, the assistance in pronunciation is reduced to the indication of silent letters and connecting words, by means of the italic character, and the sign *—*. In the *Third Part* the connecting words only are pointed out. And in the *Fourth Part*, all aids to pronunciation whatsoever are withdrawn.

TESTIMONIALS.

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TO MESSRS. HAYES & ZELL,  
Publishers, Philadelphia.

I have received your note of June 22d, and comply with pleasure to your request, for my opinion of COLLOT'S PROGRESSIVE FRENCH SCHOOL SERIES. In my course of instruction for several years, in large and small classes, I have found it well adapted to the progress of my pupils; and I can recommend it with confidence, as a complete course, and an excellent method of acquiring the knowledge of the French language. All parts of it are very well arranged: the plan of pronunciation; the rules for determining the gender of nouns; the tables of regular and defective verbs, are simple, concise, and practicable; the exercises are well intended. The Dialogues and the reading books contain selections from the best authors; such as will improve the taste and convey both instruction and entertainment. The Anecdotes, which are progressive, and bring to the mind of the student the most interesting facts of history, are well calculated, as a reciting book, to furnish subjects upon which he can express his ideas in his own way.

I am, very truly, yours.

V. DE AMARELLI,

Professor of the University and Polytechnic College of Pennsylvania.

224 Walnut Street, Philadelphia, June 23d, 1854.

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Wilmington, Del., June 22d, 1854.

MESSRS. HAYES & ZELL:

Gentlemen—Your favor of the 17th inst., in which you ask my opinion of COLLOT'S PROGRESSIVE FRENCH SERIES, was duly received; and, from a careful examination of the volume sent, I take pleasure in forwarding my testimony to their worth. Having been employed in teaching in this country for upwards of 16 years, I have had ample opportunity of examining most of the series of books in publication for the study of the French language; but of them I can confidently state, that I have seen none possessing equal merit with Collot's French Series. With such views, I cheerfully recommend *them* to the many who are anxious to ac-

quire, in a moderate length of time, a knowledge of a language which forms an essential part of a liberal education.

H. MAGNIN, A. M.,

A Graduate of the University of France.

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Having examined and tried Collot's Series of French Books, I can, most cheerfully, bear testimony to their efficacy and usefulness to both teacher and student of the French language. They consist of the following valuable works:

1. *French Grammar*.—A *real*, and not a *nominal*, improvement of Levizac's Grammar.

2. *Pronouncing French Reader*.—Composed of admirable selections, and a great auxiliary to any one who wishes to overcome soon that great difficulty of modern languages, the pronunciation.

3. *Interlinear French Reader*; being a key to the above, and indispensable to self-instruction.

4. *French Anecdotes and Questions*.—A most excellent work, well adapted to the practice of French conversation.

5. *French Dialogues and Phrases*.—Superior to any of the same kind. Unlike other books of phrases, it is very amusing and interesting.

6. *Key to the Exercises in the Grammar*.—Intended also for self-instruction, and useful to many teachers.

In conclusion, I will state that Mr. Collot's French books show him to be a French scholar of no common capacity, and of a standard greatly superior to the general run of writers of school-books.

FRANCIS A. BRÉGY,

Professor of the French Language and Literature in the Central High School.

Philadelphia, June 7th, 1854.

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MESSRS. HAYES & ZELL:

Gentlemen — I beg you will receive my thanks for the copies of "COLLOT'S FRENCH SERIES," which you have done me the honor to present to me.

I have made use of the "French Series" since I have been teaching in this city, and I take great pleasure in recommending it to all teachers and students of the French language, as the most valuable and useful work that I have yet met with.

Your obedient servant,

V. SÉMÉLADIS.

Philadelphia, June 24th, 1854.

## TESTIMONIALS OF TEACHERS.

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*Philadelphia, November 20, 1838.*

SIR :

I have examined with attention the volumes constituting your Series of School Books, intended to enable Pupils to *read, speak and write* the French language. The first of these objects is attained by the help of the INTERLINEAR and the PRONOUNCING FRENCH READERS, which, with respect both to prose and poetry, seem to me well adapted to their purpose. The second is accomplished by the aid of your DIALOGUES AND PHRASES, together with the progressive ANECDOTES AND QUESTIONS. While the third is effected by a diligent use of your edition of LEVIZAC'S GRAMMAR, and the accompanying Exercises. As the method of Interlinear Translation has now been applied in this country for several years, not only to the French, but also to the German, Italian, Latin and Greek languages, it is believed that no commendation is required by the plan which you have adopted in the construction of your Class Books. With these works in his hands, the diligent Student may accomplish much *without* the attendance of a Teacher; but *with* the assistance of a competent instructor, there can be no excuse for failure, by a person of any age, if of ordinary capacity, to acquire, in a moderate length of time, a good practical knowledge and use of the French language.

I am, Sir, very respectfully, your obedient servant,

MR A. G. COLLOT.

WALTER R. JOHNSON.

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*Philadelphia, October 1, 1838.*

DEAR SIR :

I have closely examined the Series of Books which you have published for the use of those who teach or study the French language, and concluded in my opinion, which, as you know, is grounded upon the long experience that I have acquired as a Professor, both in France and this country, that they are calculated to answer fully the expectations of any who will peruse them, and especially your GRAMMAR, which I consider as the best we have.

Very respectfully, yours,

MR A. G. COLLOT.

JAMES FOULHOUSE

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*Philadelphia, October 27, 1838.*

GENTLEMEN :

Mr Collot's Books have been used by himself, in my School, for more than a year. I have, therefore, had the most ample means of testing their merits. And, without going into details with reference to each

one, I do not hesitate to say that, in my opinion, these Six Volumes of COLLOT'S PROGRESSIVE FRENCH SCHOOL SERIES, contain all that elementary books can afford, to facilitate the learner in the acquisition of the French Language.

B. P. HUNT,

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*Philadelphia, September 20, 1838.*

DEAR SIR:

Your Series of Books, for the study of the French Language, I have introduced into my School. This, of course, I should not have done, did I not consider them the best with which I am acquainted.

Respectfully, yours,

MR A. G. COLLOT.

C. D. CLEVELAND.

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*Baltimore, November 3, 1838.*

Professor COLLOT'S PROGRESSIVE FRENCH SCHOOL SERIES, forming a compact and economical system of Text Books, having been successfully practised by me, I take pleasure in recommending it, as being very useful for the acquisition of the French Language.

THOMAS J. BIZOUARD,

*Professor of the French Language at the University of Maryland,  
Academical Department.*

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*Baltimore, November 3, 1838.*

Messrs Kay & Brother, of Philadelphia, having completed the publication of Professor Collot's valuable Series of Books, for the use of Students of the French Language, I have introduced them in the different Schools where I am a teacher; and I can recommend them as being very useful for the attainment of that Language.

J. L. LA REINTRIE,

*Professor of French at Mount Hope College,*

*Dr Cleveland's Female Classical School*

*Mr J. A. Fay's Select Male School,*

*Mrs De Butts's Female Academy.*

*Misses Cottringer's Female Academy.*

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*Baltimore, November 6, 1838.*

Having for some time past made use of Mr Collot's PRONOUNCING AND INTERLINEAR FRENCH READER, FRENCH DIALOGUES AND PHRASES, FRENCH ANECDOTES AND QUESTIONS, &c., I found this new System not only an ingenious way of leading the Pupil to acquire with ease and rapidity a correct Pronunciation of the French language, but also calcu-



lated to render the Teacher's task less fatiguing, and that of the Student amusing and instructive, by the perusal of interesting Anecdotes, and elegant pieces of Prose and Poetry. I therefore consider it as a service, to recommend to my brother Professors, who have not yet used the above mentioned books, to put them, from the beginning, in the hands of their Pupils.

JOSEPH MICHARD,

*Professor of Languages, and French Teacher in several Institutions.*

*Pittsburgh, October 27, 1838.*

GENTLEMEN :

In reply to your inquiry as to my opinion of Mr COLLOT'S SERIES OF FRENCH SCHOOL BOOKS, published by you, I take great pleasure in forwarding my testimony to their merits.

I consider them to comprise the only Complete Course of Study of the French Language, *as it is read, written and spoken*, that I have seen; and most of those published in the United States have passed under my eye.

The "GRAMMAR AND EXERCISES," prepared on the basis of Levizac's work, contains all that is necessary for Students, while it excludes much that was perplexing and useless in the original. In addition to which, it is constructed on a systematic and orderly plan of arrangement. It is remarkable for comprising a Treatise on the Gender of French Nouns, which, for the first time in any grammar, and in the short space of *Twelve* pages, furnishes rules for the ascertainment of the Gender by the *Termination*, which are entirely complete, and absolutely certain. It must have cost the Author great labour to produce it. I may also mention a new Arrangement of all the Irregular and Defective Verbs in the French language, which is equally remarkable for its simplicity, perspicuity and brevity. These two features alone would place Collot's Levizac's Grammar, in my opinion, above any other grammar that I have seen. The Exercises, under the various Rules, are abundant, and are made extremely clear to the apprehension of the learner.

The "KEY TO THE EXERCISES IN THE GRAMMAR," in a separate volume, supplies a deficiency hitherto much felt, and will be invaluable to the Teacher or Parent who may not be master of the nicer difficulties of the French language, and also to the self-taught Student. It will be much prized in our extensive and growing west and south-west, where highly qualified French teachers are difficult to be obtained.

The Selections in the "PRONOUNCING FRENCH READER" are made from the best French Prose Writers and Poets, and afford specimens of equal and varied excellence in style. I need not tell you how much preferable such a book is thus rendered to one which is confined wholly to one Author, and that a *Prose* Author—as, for instance, the *Telemaque* of Fenelon. The system of Pronunciation, from which it derives its name, is simple, intelligible, easy and correct; and, by placing the true sound, in smaller type, over the syllable, when the pronunciation varies from the spelling (instead of spelling all the syllables of every word, as has hitherto been the case, according to the sound), prevents all lia-

bility to false orthography, which was one of the greatest objections to the old method. [See ante, pp. 6, 7.] The English translation in the "INTERLINEAR FRENCH READER," which is the Key to the "PRONOUNCING READER," and forms a separate volume, happily blends the *free* and *literal* systems, and is withal entirely correct. Both these volumes are admirably adapted to the purposes of *self-instruction*.

The "FRENCH DIALOGUES AND PHRASES" are composed of such sentences as will render the Pupil familiar with French Conversation and Idioms; are well chosen as to subjects; and have the great advantage of being cast in a dramatic form, by means of which, the learner, as he repeats them alternately with his fellow-scholar or his teacher, almost imagines himself engaged in actual conversation. The "FRENCH ANECDOTES AND QUESTIONS" are extremely interesting, varied and instructive, as a Reciting, Reading and Question Book; and when used in conjunction with the "DIALOGUES AND PHRASES," according to the Author's plan, they fulfil a most important part in facilitating the acquisition of the art of French Conversation and Conversational Narration.

The use of these books has been rendered easy, and available to every one, by the full and clear rules and explanations which the Author has given in the Introduction to each volume.

I have used Collot's Books in my classes wherever I have been engaged in teaching the French language, if I could obtain them. They have been introduced, at my instance, into the Louisiana College, the first educational institution in the state of Louisiana, and also into various Academies: and are rapidly making their way in New Orleans, and the country surrounding this important centre. The favourable opinions there entertained of them by teachers, necessarily well acquainted with the French language, and judges of the best books for communicating a knowledge of it, should be deemed by you as strong testimony to their merits.

I remain, very respectfully, yours,

J. E. BARBEZAT,  
*Professor of the French Language*



## CRITICAL NOTICES.

### *Collot's Levizac's French Grammar and Exercises, and Key to the Exercises in the Grammar.*

Messrs James Kay, Jun. & Brother have just published two very valuable books by Mr Collot, favourably known as a most skilful teacher of the French language, and not less so by the various treatises he has written in aid of those who are engaged in acquiring that important part of modern education. The first is entitled "*Collot's Levizac's Progressive French Grammar*," and the other a "*Key to the Exercises in the Grammar*;" and both are marked by the same thorough knowledge of the subject, the same judgment in making rules, and the same facility in applying them, that have distinguished his former labours. Some idea of the prevailing features of these volumes may be gathered from the following extract from the Author's preface.

"He has prepared, from actual examination of the Dictionary, an Alphabetical Vocabulary of all the Masculine and Feminine Terminations in the French language; and has placed in one Table all the Masculine, and in another all the Feminine Terminations, with the exceptions in juxta-position. The whole is comprised in the short space of *twelve* pages; and by far the greater portion have none, or at most but two exceptions. The Student has therefore presented to him in a small compass, a mass of knowledge which is entirely within the reach of a mind of the most ordinary ability; and he will be inexcusable, should he fail to avail himself of it.

"The Exercises have been made very copious; and exemplify, in a progressive order of difficulty, all the niceties of the French language. In many instances in these Exercises, the English and French might have been made to conform more literally to each other; but it was deemed of importance to preserve the peculiarities of each language, so that the scholar, by comparing them, might acquire a practical familiarity with French idiomatic expressions, and also learn how to express those of his own in correct French."—*Saturday News*.

Messrs Kay & Brother have published two French works, which are worthy the attention of teachers and parents. The

first and largest is, "*Progressive French Grammar and Exercises, on the basis of Levizac's French Grammar, by A. G. Collot*." This Grammar claims the merit of novelty and excellence in arrangement, and is worthy the credit which Mr Collot has acquired as a Teacher and Author.

The second is a "*Key to the Exercises in Collot's Levizac's French Grammar*," a proper pendant for the first named work.

Mr Collot has been very fortunate in his school books, and deserves the patronage of those who have occasion for French works of primary instruction.—*U. S. Gazette*.

*Collot's Levizac's French Grammar and Exercises*.—This work is by A. G. Collot, Professor of the French language, well known as a successful Teacher, and the Author of several useful works to facilitate the labours of the Student. The present publication is well calculated to be extensively useful.—*Pennsylvanian*

This must be a valuable book to the student in French. Collot's books are generally preferred by our Teachers.—*Commercial Herald*.

*Collot's Levizac's French Grammar and Exercises*.—Messrs James Kay, Jun. & Brother have just published a most valuable work under the above title, together with a Key to the French Exercises. The volume is arranged by Mr A. G. Collot, of this city, on the basis of Levizac's Grammar, and it also comprises a Table of Irregular and Reflective Verbs, and another of the Genders of Nouns, based on their Terminations, on an entirely original plan. We have examined the work throughout, and have no hesitation in affirming that, for a lucid and comprehensive brevity, and a remarkably facile method of introducing scholars to the machinery of the French language, it is hardly surpassed, if indeed it be equalled, by any similar publication.

We have read the Author's views as given in the Preface to the Grammar. We fully agree with him, and are of opinion

that he has conferred a benefit upon all who are desirous of learning the most courtly and conversational language of Europe, both by the clear arrangement of his Grammar, and the superiority of his Exercises. The Key will be found remarkably useful to parents and Teachers. The publishers' price is low, and we cordially recommend "Collot's Grammar and Exercises" for general adoption, both in schools and families.—*Pennsylvania Inquirer and Courier*.

We have already had occasion to notice the excellent French School Books of Mr A. G. Collot, an eminent Professor of the

French Language and Literature in our city. We observe that he has recently added to his series a new and improved *Progressive French Grammar and Exercises, on the basis of Levizac's French Grammar*. We are most happy to see a French Grammar on the simple and classical plan of Levizac, edited by an able scholar, and afforded at a decent price. Wanostrocht, the one in popular use, is a complete wilderness, without plan or arrangement, and is only tolerated for its copious Exercises. The Exercises in Mr Collot's Grammar are preferable, however, because they are much more judiciously arranged. Teachers cannot go amiss in using this Grammar.—*Weekly Messenger*.

### *Collot's Pronouncing and Interlinear French Reader.*

*French School Books*.—Messrs Kay & Brother have published a series of books by Collot, intended for the aid of those who are endeavouring to acquire the French language.—Two of the Series, namely, Collot's *PROGRESSIVE PRONOUNCING FRENCH READER*, and Collot's *PROGRESSIVE INTERLINEAR FRENCH READER*, are lying before us. They appear to be admirably calculated to assist the English student to acquire a knowledge of the French language, and its correct pronunciation, a matter so difficult to all. Collot's books are generally preferred, we believe, by teachers, and are coming rapidly into general use. They have this advantage, that they simplify the language, and render it as plain and acquirable as it is susceptible of being rendered, and may therefore be commended to learners.—*Commercial Herald*.

schools, as auxiliaries that will be highly approved.—*United States Gazette*.

Messrs Kay and Brother have recently published two neatly printed elementary French books, compiled with much industry and skill by Mr Collot of this city, for the use of English learners of the language. One consists of very well chosen extracts from various authors, with an interlinear translation and copious explanatory notes, rhetorical hints, &c.: and the other is formed of the same French matter, but set forth in such a manner by various signs as to aid the pupil in pronunciation and accentuation. We judge that these elementary works will be found very useful to the Student, as the plan on which they are based has been approved by long experience.—*National Gazette*.

*Collot's Pronouncing and Interlinear French Reader*.—Messrs Kay & Brother have published two volumes that are full of good matter for the teacher and the learner of French. One is the "PROGRESSIVE INTERLINEAR FRENCH READER," which, besides the interlinear translation, contains a grammatical commentary and analytic notes. The other is "A PROGRESSIVE PRONOUNCING FRENCH READER." The author has arranged his text so as to make the acquisition of pronunciation appear easy. The figures referring words to their definite sounds must aid the scholar desirous of learning. We commend these two volumes to the

*Collot's Pronouncing and Interlinear French Reader*.—Messrs Kay & Brother, Booksellers, have just published two works for the use of Students of the French language, which cannot prove otherwise than highly valuable both to Teachers and Pupils.

One is the "PROGRESSIVE INTERLINEAR FRENCH READER, on Locke's plan of instruction," being a course of interesting and instructive lessons in French literature, selected from the works of the most eminent prose writers, and preceded by a collection of easy fables, together with an interlinear English translation, a grammatical commentary, &c. The plan upon

which this work is constructed has long been considered as the most natural, and therefore the surest method of imparting a knowledge of languages; and the production is arranged with much skill and judgment.

The above mentioned volume is accompanied by another entitled the "PROGRESSIVE PRONOUNCING FRENCH READER," upon a new, simple and effective plan, which we should judge, from examination, well calculated to facilitate the labours of the student, and to answer the purpose for which it is intended.

Both these works are from the pen of Mr Collot, professor of the French language, and are the results of much observation and experience in the task of instruction. They have met with great approbation from those best qualified to judge of their merit, and we doubt not will be very acceptable to the many who are anxious to acquire a knowledge of a language which forms an essential part of a liberal education.—*Pennsylvanian*.

*Collot's Pronouncing and. Interlinear French Reader*, in two volumes. This is a new school book for teaching French, and for that purpose a valuable publication.....We do not hesitate to pronounce this a valuable work for the learner of French, a language now almost indispensable.—*Public Ledger*.

*Collot's Interlinear French Reader*.—Messrs. Kay & Brother have just published a volume under the above title, from the pen of A. G. Collot, French teacher of this city. We have examined several anecdotes and extracts in this work with care, it being particularly recommended to our notice, from the circumstance of Locke's Plan of Instruction having been adopted by Mr Collot, as his guide and model. We have ever been favourable to interlinear literal and free translations being introduced in teaching foreign languages to youth; for we deem them by far the most easy and powerful assistants, both to the memory, style and "construction" of the scholar, that the wit of man has devised. So strong is our conviction of this fact, that we do not hesitate to assert, that judiciously selected interlinear books, studied conjunctively with a simple and easy grammar, afford an infallible method of learning different languages.....COLLOT'S INTERLINEAR READER is capital. In translation and arrangement it is all that can be desired.....We say to all who wish

to study French with success—buy COLLOT'S INTERLINEAR FRENCH READER!—*Pennsylvania Inquirer and Courier*.

*Collot's Pronouncing French Reader*.—No sooner had we noticed Mr Collot's INTERLINEAR READER, than we received from the publishers "THE PROGRESSIVE PRONOUNCING FRENCH READER," by the same author, and intended as a companion to the former. The plan of this Key to the Pronunciation of French is new, simple and effective. Each page of the first part contains a key to the different sounds of the vowels, much after the plan of Walker's English Dictionary: and in the letter-press of each page, this key is referred to by figures, signs or letters, admirably arranged and adapted to impress the proper pronunciation on the student's mind. It progresses from easy fables to extracts from the finest compositions in the French language, both of poetry and prose—thus elevating the mind by lofty and moral sentiments, as well as affording a thorough knowledge of French orthoepy. We have no hesitation in recording our opinion that the plan of this work, followed up for a single month, would be attended with the most encouraging success.—*Pennsylvania Inquirer and Courier*.

James Kay, Jun. & Brother have just published two additional volumes of Collot's Progressive French School Series. The first of these is the "PRONOUNCING FRENCH READER," consisting of brief extracts from various standard works, in which, by the aid of certain signs, printing the silent letters in italics, a running standard of pronunciation at the top of each page, and other auxiliaries, the student is enabled to acquire a knowledge of French pronunciation, without the direct instrumentality of a teacher. The second, the "INTERLINEAR FRENCH READER," which is a Key to the first, is on the plan of literal and free translation, after the manner of Locke, with copious notes. The value of this method has been tested by long experience; and it is now approved and practised by the most eminent and successful teachers. The selections comprise a variety of fables, and extracts from the best and most classic writers of France.

The acquisition of the French language is now regarded as necessary to polite education. In all the higher classes of schools it forms a part of the fundamental instruction; instead of being looked upon as a mere accomplishment, which the pu

pil may or may not acquire at pleasure. Whatever, therefore, tends to facilitate the progress of the learner must be considered as entitled to approbation. Of this kind is the series of books prepared by Mr Collot. These volumes are well calculated to promote the object at which they aim. They gradually lead the student through the various stages of pronunciation, translation and construction, and enable him to overcome the difficulties both of speaking and writing the language. . . . . The works of Mr Collot are of unusual advantage both to the teacher and learner. They lessen the labours of the former, and they add greatly to the benefits of the latter.—*Saturday News*.

Messrs. Kay & Brother have just published one of the most valuable works for the use of students of the French language,

that we have examined for several years. It is entitled the "PROGRESSIVE INTERMEDIATE FRENCH READER," and is from the mind and pen of Mr Collot of this city, who had previously made himself favourably known as an author. Any individual who facilitates the study of this very elegant and conversable language, confers an important benefit on the public. We are of opinion that Mr Collot has eminently succeeded in effecting this desirable object, in the work before us for by it he has certainly deprived the French student of at least one half his usual labour. If practised conjunctively with the Grammar, no system can be more powerful than the one adopted by Mr Collot; and when the next volume, "THE PRONOUNCING FRENCH READER," issues from the press [published since this notice], we are of opinion that it will be complete.—*Saturday Evening Post*.

### *Collot's French Dialogues and Phrases, and Collot's French Anecdotes and Questions.*

Messrs. Kay & Brother have published two works in French, prepared by Mr A. G. Collot, for those who are acquiring a knowledge of that language, which are valuable for their adaptation. The first is a collection of DIALOGUES AND PHRASES; and the Second a Collection of ANECDOTES with QUESTIONS in French on the same. They are both useful works, but the former is especially adapted to facilitate the acquisition of the French language, and particularly to remove the difficulties of speaking it. The works are worthy the attention of teachers and students.—*United States Gazette*.

*Collot's French Dialogues and Phrases.*  
—How frequently do we find in society individuals who have probably studied the French tongue successfully for years, but who, having only learned to read and translate, are by no means competent to converse in that language. The cause of this defect is evidently the want of such books as are calculated to put us in possession of studies relating to the ordinary affairs of every day life. To supply the deficiency, and a lamentable one it is, we have seen no work for years past, that will bear a comparison with *Collot's FRENCH DIALOGUES AND PHRASES*. They treat on almost every domestic and social

subject, in an easy, agreeable and familiar style; and are calculated to leave an impression on the minds of pupils, similar to that produced by conversation with a friend. The familiar idioms of the French language—those little elegances for which it is so eminently distinguished—are mostly introduced in these dialogues; and we take pleasure in remarking, that while the works of Mr Collot, which we have previously noticed, are admirably adapted to instruct students in a knowledge of Construction, Pronunciation and Reading—the little volume now before us, is equally adapted to teaching the art of Conversation. . . . . *COLLOT'S DIALOGUES AND PHRASES*, by teaching so many words and Phrases in common use, and of constant occurrence, will not fail to prove a powerful assistant in the practice of speaking French. The work has just reached a *third edition*.—*Pennsylvania Inquirer and Courier*.

*Collot's French Anecdotes and Questions.*  
—Messrs James Kay, Jun. & Brother are publishing a Series of Six books, compiled, written or edited by Mr Collot of this city—that will be of themselves sufficient to enable students to acquire a very tolerable proficiency in the French language. We have already noticed one of these



works, and have now before us a volume of "ANECDOTES AND QUESTIONS," written in easy style, and intended as a progressive Reciting book for schools; and especially to be used in conjunction with COLLOT'S FRENCH DIALOGUES AND PHRASES. The best proof we can adduce of the excellence of this work, is the fact of its having reached a *third* edition. The anecdotes are well chosen, being chiefly illustrative of striking and important parts of history; while the questions at the end of the work, are eminently calculated to elicit answers that will impress the French language on the reader's memory. This volume is worthy to be classed among the chief of those works which relieve the dryness of lingual study, and lead the pupil to a perfect knowledge of a foreign tongue, by agreeable and almost imperceptible means.—*Pennsylvania Inquirer and Courier.*

*Collot's French Dialogues and Phrases; and Collot's French Anecdotes and Questions.*

The former of these volumes contains a series of Dialogues, and a collection of Familiar Phrases, well adapted to the purpose of fitting the pupil who is learning

French, for conversing in that language. The every day topics of conversation are discussed in a lively style in the Dialogues, and the Phrases are those in most common use.

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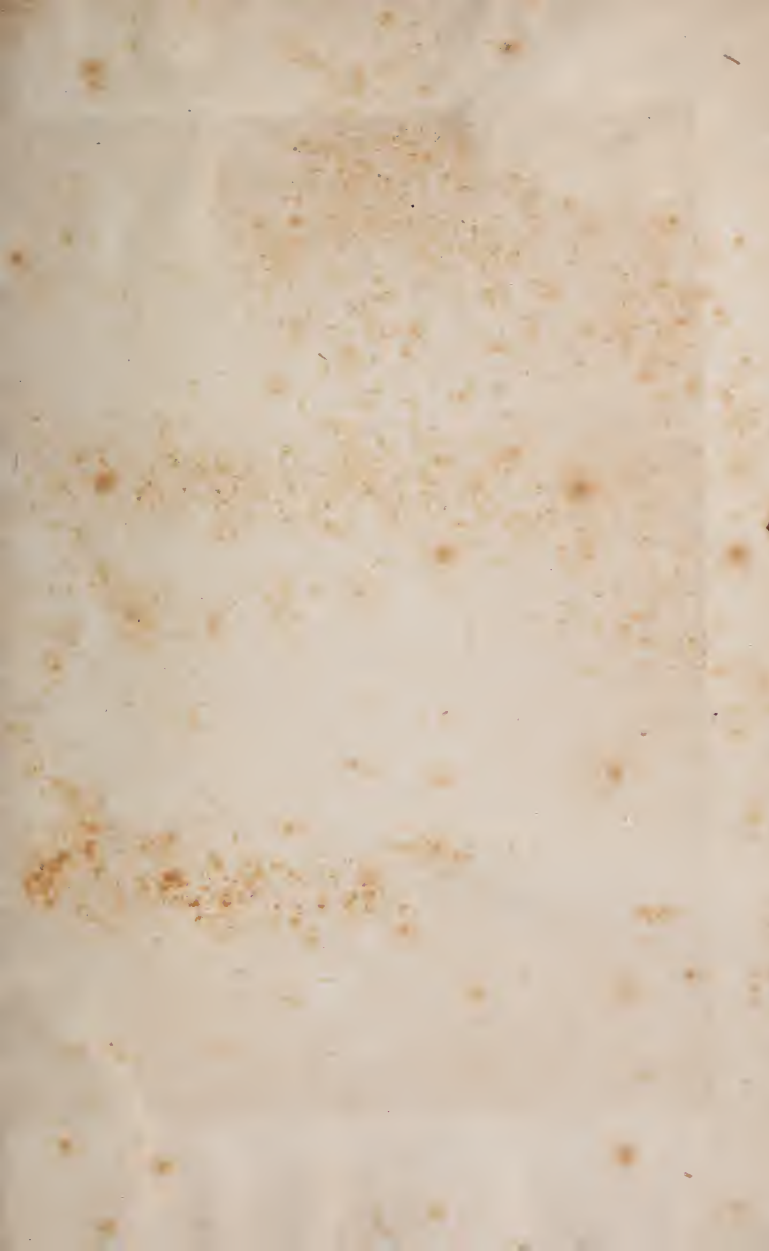












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